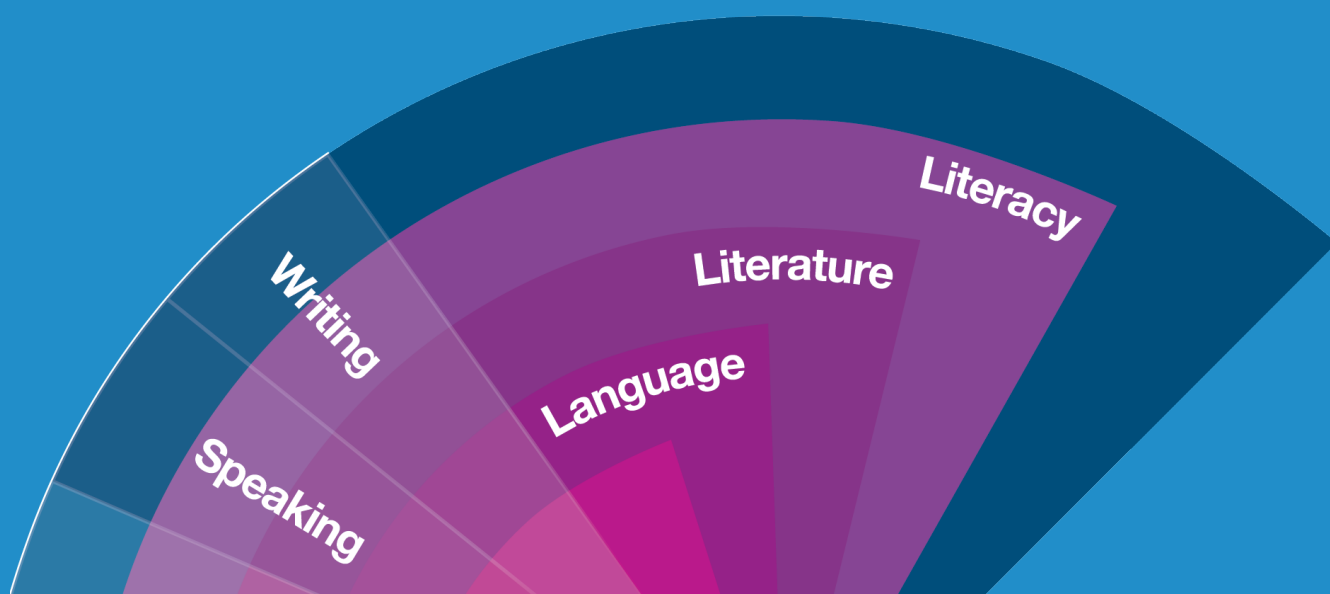


The Australian Curriculum

Learning areas	English
Year levels	Foundation Year, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 10A
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The Australian Curriculum English





Rationale and Aims	1
Rationale	1
Aims	1
Organisation	2
Content structure	2
Language	2
Literature	3
Literacy	4
Relationships between the strands	5
English across Foundation to Year 12	7
Achievement standards	8
Diversity of learners	8
General capabilities	9
Cross-curriculum priorities	12
Links to the other learning areas	14
Implications for teaching, assessment and reporting	14
Curriculum Foundation–10	17
Foundation Year	17
Year 1	22
Year 2	27
Year 3	32
Year 4	37
Year 5	42
Year 6	47
Year 7	52
Year 8	57
Year 9	62
Year 10	67
Glossary	72

Rationale and Aims



Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

Aims

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.



Content Structure

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literature
- **Literacy:** expanding the repertoire of English usage.

Strands and sub-strands

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

language	literature	literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

Language: knowing about the English language

In the **Language** strand, students develop their knowledge of the English language and how it works. They learn that changes in English are related to historical developments and the geographical differences of its users over the centuries, and that there are many differences in dialect and accent. They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text, and they study the connections between these levels. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language-in-use and language-as-system, so they can reflect on their own speaking and writing and discuss these productively with others.

Language

Language variation and change: Students learn that languages and dialects are constantly evolving due to historical, social and cultural changes, demographic movements and technological innovations. They come to understand that these factors, along with new virtual communities and environments, continue to affect the nature and spread of English.

Language for interaction: Students learn that the language used by individuals varies according to their social setting and the relationships between the participants. They learn that accents and styles of speech and idiom are part of the creation and expression of personal and social identities.

Text structure and organisation: Students learn how texts are structured to achieve particular purposes; how language is used to create texts that are cohesive and coherent; how texts about more specialised topics contain more complex language patterns and features; and how the author guides the reader/viewer through the text through effective use of resources at the level of the whole text, the paragraph and the sentence.

Expressing and developing ideas: Students learn how, in a text, effective authors control and use an increasingly differentiated range of clause structures, words and word groups, as well as combinations of sound, image, movement, verbal elements and layout. They learn that the conventions, patterns and generalisations that relate to English spelling involve the origins of words, word endings, Greek and Latin roots, base words and affixes.

Sound and letter knowledge: Students develop knowledge about the sounds of English and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to represent spoken words by using combinations of these letters.

Language

The **Language** strand is based on concepts drawn largely from historical and linguistic accounts of the English language. These approaches draw attention to the ways in which languages change, and to the distinction between language-in-use and language-as-system. These approaches also acknowledge that students' ability to use grammar will exceed their ability to explicitly reflect on grammar. Young children, for example, will use complex sentences before they can explain how these are structured. These approaches, in describing language, also pay attention to both the structure (syntax) and meaning (semantics) at the level of the word, the sentence and the text. The Australian Curriculum: English uses standard grammatical terminology within a contextual framework, in which language choices are seen to vary according to the topics at hand, the nature and proximity of the relationships between the language users, and the modalities or channels of communication available. This strand informs the planning and conduct of teaching and learning activities in English and provides resources that connect to key concepts and skills in the other strands.

Literature: understanding, appreciating, responding to, analysing and creating literature

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention. Texts are chosen because they are judged to have potential for enriching the lives of students, expanding the scope of their experience, and because they represent effective and interesting features of form and style. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of human experiences and the capacity for language to deepen those experiences. It builds students' knowledge about how language can be used for aesthetic ends, to create particular emotional, intellectual or philosophical effects. Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online forms. Texts recognised as having enduring artistic and cultural value are drawn from world and Australian literature. These include inscriptional and oral narrative traditions of Aboriginal and Torres Strait Islander peoples, texts from Asia, texts from Australia's immigrant cultures and texts of the students' choice.

Literature

Literature and context: Students learn how ideas and viewpoints about events, issues and characters that are expressed by authors in texts are drawn from and shaped by different historical, social and cultural contexts.

Responding to literature: Students learn to identify personal ideas, experiences and opinions about literary texts and discuss them with others. They learn how to recognise areas of agreement and difference, and how to develop and refine their interpretations through discussion and argument.

Examining literature: Students learn how to explain and analyse the ways in which stories, characters, settings and experiences are reflected in particular literary genres, and how to discuss the appeal of these genres. They learn how to compare and appraise the ways authors use language and literary techniques and devices to influence readers. They also learn to understand, interpret, discuss and evaluate how certain stylistic choices can create multiple layers of interpretation and effect.

Creating literature: Students learn how to use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues and heighten engagement and impact.

Literature

There are many approaches to the study of literature. In the Australian Curriculum: English the sources drawn on most substantially include:

- cultural studies, with emphasis on the different ways in which literature is significant in everyday life
- structuralism, with its emphasis on close analysis of literary works and the key ideas on which they are based; for example, the detailed stylistic study of differing styles of literary work
- comparativism, with its emphasis on comparisons of works of literature from different language, ethnic and cultural backgrounds
- historicism, with its emphasis on exploring the relationships between historical, cultural and literary traditions.

The **Literature** strand also gives students the opportunity to study the processes by which certain literary works become 'prized' and 'perennial', the 'valuing' process itself, and why it is that most cultures have works they cherish. The approach to learning in this strand is not to present students with an English literary canon that is a static entity, but rather to invite their curiosity about, and develop an increasingly specialised inquiry into, the historical, cultural and aesthetic processes by which works come to be regarded as valued and cherished.

Literacy: expanding the repertoire of English usage

The **Literacy** strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally. Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study. Students learn to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, viewing, reading, speaking, writing and creating are all developed systematically and concurrently.

Literacy

Texts in context: Students learn that texts from different cultures or historical periods may reveal different patterns in how they go about narrating, informing and persuading.

Interacting with others: Students learn how individuals and groups use language patterns to express ideas and key concepts to develop and defend arguments. They learn how to promote a point of view by designing, rehearsing and delivering spoken and written presentations and by appropriately selecting and sequencing linguistic and multimodal elements.

Interpreting, analysing, evaluating: Students learn to comprehend what they read and view by applying growing contextual, semantic, grammatical and phonic knowledge. They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from a variety of sources. They explore the ways conventions and structures are used in written, digital, multimedia and cinematic texts to entertain, inform and persuade audiences, and they use their growing knowledge of textual features to explain how texts make an impact on different audiences.

Creating texts: Students apply knowledge they have developed in other strands and sub-strands to create with clarity, authority and novelty a range of spoken, written and multimodal texts that entertain, inform and persuade audiences. They do so by strategically selecting key aspects of a topic as well as language, visual and audio features. They learn how to edit for enhanced meaning and effect by refining ideas, reordering sentences, adding or substituting words for clarity, and removing repetition. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing. They learn to use a range of software programs including word processing software, selecting purposefully from a range of functions to communicate and create clear, effective, informative and innovative texts.

Literacy

The Literacy strand takes account of approaches to literacy learning that are based on the development of skills, social and psychological growth, and critical and cultural analysis. These approaches hold that the technical, intellectual and cultural resources related to competence in literacy have developed to serve the big and small practical, everyday communication purposes associated with living and participating in societies such as contemporary Australia. These technical, intellectual and cultural resources include:

- fluency in the sound–letter correspondences of English
- an expanding reading, writing and speaking vocabulary and a grasp of grammatical and textual patterns sufficient to understand and learn from texts encountered in and out of school, and to create effective and innovative texts
- fluency and innovation in reading, viewing and creating texts in different settings
- the skill and disposition needed to analyse and understand the philosophical, moral, political and aesthetic bases on which many texts are built
- an interest in expanding the range of materials listened to, viewed and read, and in experimenting with innovative ways of expressing increasingly subtle and complex ideas through texts.

Relationships between the strands

Each strand contributes to the study of English its own distinctive goals, body of knowledge, history of ideas and interests, and each relates to material worth studying in its own right. Teaching, learning and assessment programs should balance and integrate the three strands in order to support the development of knowledge, understanding and skills. The key focal point for a unit of work or a learning activity may arise from any one of the strands, but the intention is that units and activities draw on all three strands in ways that are integrated and clear to learners.

Texts

Texts provide the means for communication. They can be written, spoken or multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken word, as in film or computer presentation media. Texts provide important opportunities for learning about aspects of human experience and about aesthetic value. Many of the tasks that students undertake in and out of school involve understanding and producing imaginative, informative and persuasive texts, media texts, everyday texts and workplace texts.

The term 'literature' refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literature includes a broad range of forms such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction. Literary texts also include excerpts from longer texts. This enables a range of literary texts to be included within any one year level for close study or comparative purposes.

English educators use many ways of categorising texts. The descriptions of texts used in the Australian Curriculum: English are based on practical as well as conceptual considerations. The specific designation of a strand labelled 'literature' is aimed at encouraging teachers working at all year levels not only to use texts conventionally understood as 'literary', but also to engage students in examining, evaluating and discussing texts in increasingly sophisticated and informed 'literary' ways.

The usefulness of distinctions among types of texts relates largely to how clearly at each year level these distinctions can guide the selection of materials for students to listen to, read, view, write and create, and the kinds of purposeful activities that can be organised around these materials.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated and the learning of one often supports and extends learning of the others. To acknowledge these interrelationships, content descriptions in each strand of the Australian Curriculum: English incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

Classroom contexts that address particular content descriptions will necessarily draw from more than one of these processes in order to support students' effective learning. For example, students will learn new vocabulary through listening and reading and apply their knowledge and understanding in their speaking and writing as well as in their comprehension of both spoken and written texts.

Content descriptions can also be viewed by these processes or language modes. In this view, each content description has been placed in the mode in which a major focus of its learning occurs. Content descriptions can be filtered to identify all relevant processes or language modes.

Year level descriptions

Year level descriptions have three functions. First, they emphasise the interrelated nature of the three strands and the expectation that planning an English program will involve integration of content from the strands. Second, they provide information about the learning contexts that are appropriate at each year for learning across the Language, Literature and Literacy strands. Third, they provide an overview of the range of texts to be studied and an indication of their complexity and key features. They also describe differences in the texts that students create. In the early years, development in reading and writing is rapid and clear distinctions in text complexity can be made so descriptions are written for each year at Foundation, 1 and 2. In Years 3–10, the two-year description provides for greater flexibility.

Content descriptions

The Australian Curriculum: English includes content descriptions at each year level. These describe the knowledge, understanding, skills and processes that teachers are expected to teach and students are expected to learn, but do not prescribe approaches to teaching. Learning in English is recursive and cumulative, and builds on concepts, skills and processes developed in earlier years. Nevertheless, the content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Year 10 to illustrate and exemplify content and assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Glossary

A glossary is provided to support a common understanding of key terms in the content descriptions.

English across Foundation to Year 12

Complementing the year by year description of the curriculum, this advice describes the nature of learners and the curriculum across four year-groupings:

- Foundation – Year 2: typically students from 5 to 8 years of age
- Years 3–6: typically students from 8 to 12 years of age
- Years 7–10: typically students from 12 to 15 years of age
- Senior secondary years: typically students from 15 to 18 years of age

Foundation – Year 2

Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Year 2, students engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts.

The curriculum in these years aims to extend the abilities of students prior to school learning and to provide the foundation needed for continued learning. The study of English from Foundation to Year 2 develops students' skills and disposition to expand their knowledge of language as well as strategies to assist that growth. It aims to do this through pleasurable and varied experiences of literature and through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing.

Years 3–6

Students practise, consolidate and extend what they have learned. They develop an increasingly sophisticated understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage, as students learn to classify words, sentence structures and texts. To consolidate both 'learning to read and write' and 'reading and writing to learn', students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts.

Years 7–10

Students continue to practise, consolidate and extend what they have learned from previous years. They also extend their understanding of how language works, and learn to transfer this knowledge to different contexts. To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and they are given opportunities to engage with the technical aspects of texts, including those of their own choosing – and to explain why they made that choice.

The notion of valuing certain texts as ‘literature’ is introduced. Students learn how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

Senior secondary years

The Australian Curriculum: English in the senior secondary years allows students to use, consolidate and expand on what they have learned, and provides a range of choices from more specialised courses to meet students’ needs and interests. The three strands of Language, Literature and Literacy also underpin the senior secondary English courses.

Achievement standards

Across Foundation to Year 10, achievement standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Year 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student’s response, and annotations identifying the quality of learning evident in the student’s response in relation to relevant parts of the achievement standard.

Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

Diversity of Learners

The Australian Curriculum has been developed to ensure that curriculum content and achievement standards establish high expectations for all students. Every student is entitled to enriching learning experiences across all areas of the curriculum. Students in Australian classrooms have multiple, diverse and changing needs that are shaped by individual learning histories and abilities as well as cultural language backgrounds and socio-economic factors.

Special education needs

The objectives of the Australian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with special education needs.

Most students with special education needs can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills and understanding.

For some learners, making adjustments to instructional processes and to assessment strategies enables students to achieve educational standards commensurate with their peers.

For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different to that taught to others in their age group. It follows that adjustments will also need to be made to how the student's progress is monitored, assessed and reported.

For a small percentage of students, the Foundation to Year 10 curriculum content and achievement standards may not be appropriate nor meaningful, even with adjustments. Most of these students have a significant intellectual disability. During 2011, ACARA will develop additional curriculum content and achievement standards for this group of students in order to provide an Australian Curriculum that is inclusive of every learner.

Further advice about how to use the curriculum with students with special education needs is available [here](#).

English as an additional language or dialect

Many students in Australian schools are learners of English as an additional language or dialect (EAL/D). Learners of EAL/D are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency. While many EAL/D learners do well in school, a significant group of these learners leave school without achieving their potential.

EAL/D students come from diverse backgrounds and may include:

- overseas- and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

EAL/D learners enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. For some, school is the only place they use English.

The aims of the Australian Curriculum: English are ultimately the same for all students. However, EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the English curriculum through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

A national EAL/D document is being produced that will support the Australian Curriculum. It will provide a description of how language proficiency develops, and will be a valuable reference for all teachers. It will allow English teachers to identify the language levels of the EAL/D learners in their classrooms and to address their specific learning requirements when teaching, ensuring equity of access to the English learning area for all.

General capabilities

The skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century have been identified in the Australian Curriculum as general capabilities. There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) competence
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding.

Over the course of their schooling, students develop and use these general capabilities within and across learning areas and in their lives outside school. General capabilities and learning areas have a reciprocal relationship. Learning areas provide opportunities for students to develop and use general capabilities. Similarly, wherever general capabilities are made explicit in learning areas, they can enrich and deepen learning. In the Australian Curriculum: English, each of the seven general capabilities is embedded (where appropriate) in the content descriptions or elaborations. There are further opportunities to develop the general capabilities through appropriate teaching activities.

Literacy

Students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading and viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas.

The progressive development of literacy knowledge and skills is essential for success in all learning areas and is the responsibility of all teachers. It is important that teachers across all years of schooling and learning areas develop student understanding of the specific language and literacy demands of the various learning areas.

Relationship with the English curriculum"

In English, students learn to read, write, listen and speak accurately, flexibly and critically, and to view and create increasingly complex texts in a variety of contexts. The general capability of Literacy is drawn from the content descriptions in the Language and Literacy strands of the English curriculum. The literacy knowledge and skills are developed and applied through all three strands: **Language**, **Literature** and **Literacy**.

The Literacy general capability has been developed for use across the curriculum in all learning areas. It is written for teachers of all years of schooling and learning areas and incorporates language and literacy demands specific to learning areas other than English. These demands may include, for example, the language structures of mathematics questions or problems, or the particular requirements of writing a report of an experiment in science.

Numeracy

Students become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives in ways that are constructive and meaningful. Numeracy can be addressed in English learning contexts across all year levels. Students select and apply numerical, measurement, spatial, graphical, statistical and algebraic concepts and skills to real-world situations and problems when they comprehend information from a range of sources and offer their ideas. When responding to or creating texts that present issues or arguments based on data, students identify, analyse and synthesise numerical information and discuss the credibility of sources and

methodology.

Information and communication technology (ICT) competence

Students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities.

ICT competence is an important component of the English curriculum. Students develop the skills and understanding required to use a range of contemporary technologies. In particular, they explicitly develop increasingly sophisticated word-processing skills to enhance text construction. Students also progressively develop skills in using information technology when conducting research, a range of digital technologies to create, publish and present their learning, and communication technologies to collaborate and communicate with others both within and beyond the classroom.

Critical and creative thinking

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply, students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation.

Critical and creative thinking is essential to developing understanding in English. Students are encouraged to be critical thinkers, to take responsibility for their own learning, and to reflect on their learning processes. They develop and employ critical thinking and reasoning through class discussion, close analysis of texts, and research and knowledge of language.

Creative thinking is vital to the English curriculum when reading, viewing, creating and presenting texts and when developing an aesthetic understanding of and engagement with literary texts. Through their reading and through interaction with others, students are encouraged to see existing situations in new ways, identify alternative explanations, and perceive connections that can assist in problem-solving. It is through the imaginative application of ideas and through flexible thinking that students come to understand the power of language, and become independent, innovative and imaginative learners.

Ethical behaviour

Students develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.

Ethical behaviour and issues with an ethical dimension are integral to many of the texts that students encounter in English. By studying literary texts and exploring how moral principles affect characters' behaviour and judgments, students' own understanding and practice of ethical behaviour can be enhanced. Equally, when they study issues and arguments, students consider whether these issues are ethical issues and whether various positions held are reasonable.

Personal and social competence

Students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves students recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams, and handling challenging situations constructively.

There are many opportunities for students to develop personal and social competence in English. The study of English helps them to identify and express their own opinions, beliefs and responses and to interact confidently and appropriately in a range of social contexts. The English curriculum emphasises the development of communication skills for conversation, negotiation and the expression of viewpoints and arguments. Students work both independently and collaboratively to solve problems and make decisions.

Intercultural understanding

Students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise differences, create connections and cultivate respect between people.

The study of English offers rich opportunities for intercultural understanding and exchange across all three strands. For example, in the Language strand, the study of 'Language variation and changes' and 'Language for interaction' includes consideration of diverse language and cultures. The Literature strand exposes students to world views and interests that may be different from their own and offers them the opportunity to consider a variety of viewpoints. Students experience a range of literature from different cultures including the inscriptional and oral narrative traditions of Aboriginal people and Torres Strait Islander people, as well as the contemporary literature of these two cultural groups. They also read classic and contemporary world literature including texts from and about Asia.

Cross-curriculum priorities

There are three cross curriculum priorities in the Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The cross curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

The Aboriginal and Torres Strait Islander histories and cultures priority encompasses the concepts of Country and Place, People, Culture and Identity. These are interconnected and cannot be separated as each relies on the other.

The Aboriginal and Torres Strait Islander priority involves students actively engaging with the world's oldest continuous living cultures and the principles and virtues that are deeply embedded within these communities. These principles include caring for Country, caring for each other and respecting the systems embedded in the concepts of Country and Place, People, Culture and Identity, including the links and lessons from the past. The priority provides opportunities for learners to understand the histories of Aboriginal and Torres Strait Islander peoples before colonisation and investigate the shared histories and resulting relationships since colonisation.

Students will be able to deepen knowledge of their country and to appreciate the ongoing contribution of Aboriginal and Torres Strait Islander peoples to Australia. The priority involves understanding Aboriginal and Torres Strait Islander ways of interpreting and being in the world and appreciating that Aboriginal and Torres Strait Islander histories and cultures are intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities.

The Australian Curriculum: English values the histories, cultures, traditions and languages of Aboriginal students and Torres Strait Islander students and their communities. One of the key aims of the Literature strand is to

ensure that students develop an awareness and appreciation of, and respect for, the historical and contemporary literature of Aboriginal and Torres Strait Islander peoples.

In the Language strand, students are taught that there are many languages and dialects spoken in Australia, including Aboriginal English and Yumplatok, and that some of these languages have different writing systems and oral traditions. Students are taught to develop a critical understanding of social, historical and cultural contexts, aesthetic qualities, and the impact of different uses of language and text structures.

Asia and Australia's engagement with Asia

The Asia and Australia's engagement with Asia priority provides a regional context for learning in all areas of the curriculum. This understanding underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and to build Australia's social, intellectual and creative capital.

This priority is concerned with Asia literacy for all Australian students. Asia literacy develops knowledge, skills and understanding about the histories, geographies, cultures, arts, literatures and languages of the diverse countries of our region. It fosters social inclusion in the Australian community. It enables students to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region. Australia now has extensive engagement with Asia in areas such as trade, investment, immigration, tourism, education and humanitarian assistance and it is vital to the prosperity of all Australians.

The Australian Curriculum: English enables students to explore and appreciate the rich tradition of texts from and about the people and countries of Asia, including texts written by Asian Australians. They develop an understanding of the many languages used in Australia and how they have influenced Australian culture.

In this learning area, students develop communication skills that reflect cultural awareness and intercultural understanding. They are encouraged to draw on knowledge of the arts and literature of Asia to influence their own creative pursuits and to express themselves through different media and genres.

Sustainability

Sustainability is concerned with the ongoing capacity of the Earth to maintain life. It aims to reduce our ecological footprint while simultaneously supporting a quality of life that is valued – the 'liveability' of our society. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability is both an individual and a collective endeavour often shared across communities and nations necessitating a balanced but different approach to the ways humans have interacted with each other and with their biophysical environment.

Education for sustainability develops the knowledge, skills and values necessary for people to act in ways that contribute to more sustainable patterns of living. It leads to students developing an overall capacity to contribute to a more sustainable future in terms of environmental integrity, economic viability and a just society for present and future generations.

The Australian Curriculum: English provides students with the skills required to investigate and understand issues of environmental and social sustainability; to communicate information about sustainability; and to advocate action to improve sustainability.

If people now and into the future are to be treated fairly, action to improve sustainability needs to be informed by a world view of people, places and communities. Both literature and literacy are key elements in the development of each student's world view. More sustainable patterns of living are largely shaped by people's behaviours. English provides an important means of influencing behaviours, facilitating interaction and expressing viewpoints through the creation of texts for a range of purposes, audiences and contexts including multimodal texts and the use of visual language.

Links to other learning areas

The study of English involves the development of understanding and knowledge for informed and effective participation not only in English but also in other learning areas. When knowledge, skills and comprehension from English are meaningfully applied to other learning areas, learning becomes more relevant and understanding deepens.

The relationship between the learning areas is also reciprocal. Science, history and mathematics emphasise skills in English literacy as well as students' capacity to communicate coherently to a range of audiences. Each learning area draws upon what is taught in the language strand of English and incorporates subject-specific language knowledge as required.

Mathematics

The skills taught in English of communicating with others, comprehending texts, making connections within and across texts and creating new texts reinforce learning in mathematics. When reading texts, students develop an understanding of concepts such as time, number and space. They interpret numerical symbols and combine these with pictures to make meaning. When creating and responding to texts, students draw on an understanding of spatial features. Understanding statistical reasoning, graphical representations, quantitative data and numerical scale and proportion is an invaluable skill for analysing argument in English. Being able to present quantitative evidence as part of an argument is a persuasive tool. Deriving quantitative and spatial information can also be an important aspect of understanding a range of texts.

Science

The skills of communicating with others, problem solving, comprehending and using texts and creating new texts reinforce learning in science. In English, as in science, students base their discussions on the objective analysis of evidence, justifying points of view, drawing conclusions and making presentations in a variety of media. The abilities to plan investigations; think objectively about evidence; analyse data; describe objects and events; interpret descriptions; read and give instructions; explain ideas to others; write clear reports and recommendations; and participate in group discussions are all important in both disciplines.

History

The skills taught in English of communicating with others, comprehending and researching texts and creating new texts reinforce learning in history. Literature, with its emphasis on studying texts from a range of historical and cultural contexts, helps students understand the perspectives and contributions of people from around the world and from both the past and present. In history, students use their English skills to undertake research, read texts with critical discernment and create texts that present the results of historical understanding clearly and logically.

The Australian Curriculum: English takes account of what students have learned in these areas so their learning in English is supported and their learning in other areas is enhanced.

Implications for teaching, assessment and reporting

In the Australian Curriculum: English, the three strands of Language, Literature and Literacy are interrelated and inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading, viewing, writing and

creating. Teachers combine aspects of the strands in different ways to provide students with learning experiences that meet their needs and interests.

In Year 3, for example, students might select a favourite poem and share it with the class, explaining why they chose it (**Literature**). They might explain the way particular grammatical choices affect meaning, for example the use of verbs, adjectives and adverbs in the poem (**Language**). Students might then create their own poems and present them to the class (**Literacy**). In Year 8, a teacher who wishes to develop a unit focusing on humour might have students begin by selecting and analysing a variety of humorous texts (**Literature**), considering structure and vocabulary choices that create particular effects or nuance (**Language**). They might then change some of the words to create different effects in the text (**Literacy**).

While content descriptions do not repeat key skills, it should be noted that many aspects of the English curriculum are recursive, and teachers need to provide ample opportunity for revision, ongoing practice and consolidation of previously introduced knowledge and skills.

Students learn at different rates and in different stages. Depending on each student's rate of learning, not all of the content descriptions for a particular year level may be relevant to a student in that year level. Some students may have already learned a concept or skill, in which case it will not have to be explicitly taught to them in the year level stipulated. Other students may need to be taught concepts or skills stipulated for earlier year levels.

The content descriptions in the Australian Curriculum: English enable teachers to develop a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who require additional support.

Some students will require additional support to develop their skills in listening, speaking, reading, viewing and creating. In the Australian Curriculum: English it is expected that appropriate adjustments will be made for some students to enable them to access and participate in meaningful learning, and demonstrate their knowledge, understanding and skills across the three English strands. To provide the required flexibility teachers need to consider expanded interpretations of terms used in the content descriptions and content elaborations. Terms such as 'read', 'listen' and 'write' could be expanded and interpreted as 'read using text to speech software or Braille'; 'listen using signed communication'; and 'write using computer software'.

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students – that is, whether they have achieved below, at or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents and inform formal reporting processes.

If a teacher judges that a student's achievement is below the expected standard, this suggests that the teaching programs and practice should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that the student does not fall behind.

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning

- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).



Foundation Year

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed.

In the Foundation year, students communicate with peers, teachers, known adults, and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

Language

Language variation and change	Elaborations
Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	<ul style="list-style-type: none"> learning that different languages exist; discussing the various languages encountered in the community and at school; acknowledging the home languages of students who speak another language, and valuing the ability to speak more than one language recognising that some texts can include both Standard Australian English and elements of other languages including Aboriginal and Torres Strait Islander languages
Language for interaction	Elaborations
Explore how language is used differently at home and school depending on the relationships between people.	<ul style="list-style-type: none"> learning that language varies according to the relationships between people, for example between parent and child, teacher and student, siblings, friends, shopkeepers and customers learning that we use a different tone and style of language with different people learning to ask relevant questions and to express requests and opinions in ways that suit different contexts
Understand that language can be used to explore ways of expressing needs, likes and dislikes	<ul style="list-style-type: none"> recognising some of the ways we can use speech, gesture, writing and media to communicate feelings recognising some of the ways emotions and feelings can be conveyed and influenced by visual representations, for example in advertising and animations
Text structure and organisation	Elaborations
Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes	<ul style="list-style-type: none"> sharing experiences of different texts and discussing some differences discussing the purpose of texts, for example 'This text will tell a story', 'This text will give information' repeating parts of texts, for example characteristic refrains, predicting cumulative storylines, reciting poetic and rhyming phrases
Understand that some language in written texts is unlike everyday spoken language	<ul style="list-style-type: none"> learning that written text in Standard Australian English has conventions about words, spaces between words, layout on the page and consistent spelling because it has to communicate when the speaker/writer is not present

Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	<ul style="list-style-type: none"> pointing to the letters and the punctuation in a text commenting on punctuation encountered in the everyday texts, for example 'That's the letter that starts my name', 'The name of my family and my town has a capital letter'
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality	<ul style="list-style-type: none"> learning about print: direction of print and return sweep, spaces between words learning that Standard Australian English in written texts is read from left to right and from top to bottom of the page and that direction of print may differ in other cultures, for example Japanese texts learning about front and back covers; title and author, layout and navigation of digital/screen texts learning about simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu
Expressing and developing ideas	Elaborations
Recognise that sentences are key units for expressing ideas	<ul style="list-style-type: none"> learning that word order in sentences is important for meaning (for example 'The boy sat on the dog', 'The dog sat on the boy') creating students' own written texts and reading aloud to the teacher and others
Recognise that texts are made up of words and groups of words that make meaning	<ul style="list-style-type: none"> exploring spoken, written and multimodal texts and identifying elements, for example words and images
Explore the different contribution of words and images to meaning in stories and informative texts	<ul style="list-style-type: none"> exploring how the combination of print and images in texts create meaning talking about how a 'different' story is told if we read only the words, or only the pictures; and the story that words and pictures make when combined
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	<ul style="list-style-type: none"> building vocabulary through multiple speaking and listening experiences discussing new vocabulary found in texts bringing vocabulary from personal experiences, relating this to new experiences and building a vocabulary for thinking and talking about school topics
Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words	<ul style="list-style-type: none"> recognising the most common sound made by each letter of the alphabet, including consonants and short vowel sounds writing consonant-vowel-consonant words by writing letters to represent the sounds in the spoken words knowing that spoken words are written down by listening to the sounds heard in the word and then writing letters to represent those sounds
Know how to use onset and rime to spell words	<ul style="list-style-type: none"> breaking words into onset and rime, for example c/at building word families using onset and rime, for example h/ot, g/ot, n/ot, sh/ot, sp/ot
Sound and letter knowledge	Elaborations
Recognise rhymes, syllables and sounds (phonemes) in spoken words	<ul style="list-style-type: none"> listening to the sounds a student hears in the word, and writing letters to represent those sounds identifying rhyme and syllables in spoken words identifying and manipulating sounds (phonemes) in spoken words identifying onset and rime in one-syllable spoken words
Recognise the letters of the alphabet and know there are lower and upper case letters	<ul style="list-style-type: none"> identifying familiar and recurring letters and the use of upper and lower case in written texts in the classroom and community using familiar and common letters in handwritten and digital communications

Literature

Literature and context	Elaborations
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	<ul style="list-style-type: none"> recognising that there are storytellers in all cultures viewing stories by Aboriginal and Torres Strait Islander storytellers from online sources comparing experiences depicted in stories with students' own engaging with texts that reflect the social and cultural groups to which students belong

Responding to literature	Elaborations
Respond to texts, identifying favourite stories, authors and illustrators	<ul style="list-style-type: none"> • talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories • engaging with the humour in some stories and repeating favourite lines, jokes and ideas • returning to preferred texts and commenting on reasons for selection
Share feelings and thoughts about the events and characters in texts	<ul style="list-style-type: none"> • talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories • using art forms and beginning forms of writing to express personal responses to literature and film experiences • talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted
Examining literature	Elaborations
Identify some features of texts including events and characters and retell events from a text	<ul style="list-style-type: none"> • identifying some features of culture related to characters and events in literary texts, for example dress, food and daily routines • listening, responding to and joining in with rhymes, poems, chants and songs
Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry	<ul style="list-style-type: none"> • recognising cultural patterns of storytelling, for example 'Once upon a time', 'A long, long time ago', 'Before the Dreamtime...'
Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures	<ul style="list-style-type: none"> • using music and actions to enhance appreciation of rhymes, poems, chants and songs • reciting rhymes with actions
Creating literature	Elaborations
Retell familiar literary texts through performance, use of illustrations and images	<ul style="list-style-type: none"> • drawing, labelling and role playing representations of characters or events • reciting rhymes with actions • using digital technologies to retell events and recreate characters from favourite print and film texts

Literacy

Texts in context	Elaborations
Identify some familiar texts and the contexts in which they are used	<ul style="list-style-type: none"> • recognising the meaning of symbols in everyday contexts, for example exit signs, logos, hearts and flowers on greeting cards
Interacting with others	Elaborations
Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	<ul style="list-style-type: none"> • listening to, remembering and following simple instructions • sequencing ideas in spoken texts, retelling well known stories, retelling stories with picture cues, retelling information using story maps • listening for specific things, for example the main idea of a short statement, the details of a story, or to answer a given question • participating in informal situations, for example play-based experiences which involve the imaginative use of spoken language • participating in class, group and pair discussions about shared experiences including shared texts • asking and answering questions to clarify understanding
Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	<ul style="list-style-type: none"> • learning how to use different voice levels appropriate to a situation, for example learning about 'inside voices' and 'outside voices' • learning to ask questions and provide answers that are more than one or two words • participating in speaking and listening situations, exchanging ideas with peers in pairs and small groups and engaging in class discussions, listening to others and contributing ideas

	<ul style="list-style-type: none"> • showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker if culturally appropriate • listening and responding to oral and multimodal texts including rhymes and poems, texts read aloud and various types of digital texts • engaging in conversations with peers and adults in home language or dialect • asking and answering questions using appropriate intonation • speaking so that the student can be heard and understood • altering volume for inside and outside situations and when speaking to an audience
Deliver short oral presentations to peers	<ul style="list-style-type: none"> • sharing a personal experience, interest or discovery with peers in a semi-formal situation • using visual cues to practise staying on topic
Interpreting, analysing, evaluating	Elaborations
Identify some differences between imaginative and informative texts	<ul style="list-style-type: none"> • talking about what is 'real' and what is imagined in texts • identifying and selecting texts for information purposes and commenting on how the text might help with a task
Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge	<ul style="list-style-type: none"> • navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed, matching one spoken word to one written word • reading aloud with attempts at fluency and intonation • attempting to work out unknown words by combining contextual, semantic, grammatical and phonic knowledge • predicting what might happen on the basis of experience of this kind of text; at the sentence level predicting the meaning on the basis of syntax and word meaning
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	<ul style="list-style-type: none"> • talking about the meanings in texts listened to, viewed and read • visualising elements in a text (for example drawing an event or character from a text read aloud) • providing a simple, correctly-sequenced retelling of narrative texts • relating one or two key facts from informative texts • finding a key word in a text to answer a literal question • making links between events in a text and students' own experiences • making an inference about a character's feelings • discussing and sequencing events in stories • drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical
Creating texts	Elaborations
Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge	<ul style="list-style-type: none"> • using image-making and beginning writing to represent characters and events in written, film and web-based texts • using speaking, writing and drawing to represent and communicate personal responses to ideas and events experienced through texts • creating short spoken, written and multimodal observations, recounts and descriptions, extending vocabulary and including some content-specific words in spoken and written texts • using beginning concepts about print, sound-letter and word knowledge and punctuation to create short texts
Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops	<ul style="list-style-type: none"> • rereading collaboratively developed texts to check that they communicate what the authors intended
Produce some lower case and upper case letters using learned letter formations	<ul style="list-style-type: none"> • adopting correct posture and pencil grip • learning to produce simple handwriting movements • following clear demonstrations of how to construct each letter (for example where to start; which direction to write) • learning to construct lower case letters and to combine these into words • learning to construct some upper case letters
Construct texts using software including word processing programs	<ul style="list-style-type: none"> • using simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu

Foundation Year achievement standard

By the end of the Foundation year, students listen to, read and view a range of spoken, written and multimodal texts from familiar contexts. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. They demonstrate understanding by retelling orally one or two ideas and events from short texts listened to or viewed. They accurately identify the letters of the English alphabet, and know the sounds represented by most letters. They read short, predictable texts aloud with some fluency and accuracy, drawing support from their developing sound and letter knowledge. They effectively use predicting and questioning strategies to make meaning from texts.

Students write one or more simple sentences to retell events and experiences for a known audience. Their writing is connected appropriately to illustrations and images produced as part of the text. They link two or more ideas or events in written and spoken texts. They use and understand familiar vocabulary, predictable text structures and common visual patterns. The short texts they produce show understanding of concepts about print including letters, words and sentences. They use left to right directionality, return sweep and spaces between words. They handwrite most lower case and some upper case letters, and use some capital letters and full stops. Their writing shows some evidence of the use of sound–letter knowledge. In informal classroom settings students communicate clearly and purposefully and engage in pair, group and class discussions, and participate actively in group tasks.

Year 1

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 1, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text.

Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

Language

Language variation and change	Elaborations
Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others	<ul style="list-style-type: none"> recognising how and where signs and symbols are used and placed in students' school and community learning some signs in Auslan and finding out about 'Hear a Book' and Braille technologies for hearing and visually impaired people
Language for interaction	Elaborations
Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others.	<ul style="list-style-type: none"> recognising the effect of words, symbols, gestures and body language on the way communications are received by others
Understand that there are different ways of asking for information, making offers and giving commands	<ul style="list-style-type: none"> learning the difference between questions and statements, requests and commands learning about different types of questions including closed and open questions and 'where', 'what', 'who' and 'why' questions
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	<ul style="list-style-type: none"> extending students' vocabularies for the expression of feelings and emotions considering how others might respond before students express their views and how students might respond to others' views in civil and constructive ways
Text structure and organisation	Elaborations
Understand that the purposes texts serve shape their structure in predictable ways	<ul style="list-style-type: none"> discussing and comparing the purposes of familiar texts drawn from local contexts and interests becoming familiar with the typical stages of types of text including recount and procedure using different types of texts, for example procedures (including recipes) and discussing the text structure
Understand patterns of repetition and	<ul style="list-style-type: none"> identifying patterns of vocabulary items in texts (for example class/subclass patterns,

contrast in simple texts	<p>part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation)</p> <ul style="list-style-type: none"> discussing different types of texts and identifying some characteristic features and elements (for example language patterns and repetition) in stories and poetry
Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands	<ul style="list-style-type: none"> using intonation and pauses in response to punctuation when reading reading texts and identifying different sentence-level punctuation writing different types of sentences, for example statements and questions, and discussing appropriate punctuation
Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links	<ul style="list-style-type: none"> learning about how books and digital texts are organised including page numbers, table of contents, headings, images with captions and the use of scrolling to access digital texts
Expressing and developing ideas	Elaborations
Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is doing or receiving the action?' and the circumstances surrounding the action	<ul style="list-style-type: none"> knowing that, in terms of meaning, a basic clause represents: what is happening (verb); who or what is participating (noun group); and the surrounding circumstances (adverbial) understanding that a simple sentence expresses a single idea, represented grammatically by a single independent clause (for example 'A kangaroo is a mammal. A mammal suckles its young')
Explore differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs)	<ul style="list-style-type: none"> talking about effective words that describe a place, person or event learning how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	<ul style="list-style-type: none"> talking about what is 'real' and what is imagined in texts, for example 'This is the section about platypuses in the book about mammals'
Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	<ul style="list-style-type: none"> learning forms of address for visitors and how to use language appropriately to ask directions and for information, for example on excursions
Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words	<ul style="list-style-type: none"> writing one-syllable words containing known blends, for example 'bl', 'st' learning an increasing number of high frequency sight words recognised in shared texts and in texts being read independently (for example 'one', 'have', 'them', 'about')
Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing'	<ul style="list-style-type: none"> building word families from common morphemes (for example 'play', 'plays', 'playing', 'played', 'playground') using morphemes to read words (for example by recognising the 'stem' in words such as 'walk/ed')
Sound and letter knowledge	Elaborations
Manipulate sounds in spoken words including phoneme deletion and substitution	<ul style="list-style-type: none"> recognising words that start with a given sound, end with a given sound, have a given medial sound, rhyme with a given word recognising and producing rhyming words replacing sounds in spoken words (for example replace the 'm' in 'mat' with 'c' to form a new word 'cat') saying sounds in order for a given spoken word (for example f/i/sh, th/i/s)

Recognise sound --- letter matches including common vowel and consonant digraphs and consonant blends	<ul style="list-style-type: none"> saying words with the same onset as a given word (for example words that begin like 'd/og', 'bl/ue') saying words with the same time as a given word (for example words that end like 'c/at', 'pl/ay')
Understand the variability of sound --- letter matches	<ul style="list-style-type: none"> recognising that letters can have more than one sound (for example 'u' in 'cut', 'put', 'use' and 'a' in 'cat', 'father', 'any') recognising sounds that can be produced by different letters (for example the /s/ sound in 'sat', 'cent', 'scene')

Literature

Literature and context	Elaborations
Discuss how authors create characters using language and images	<ul style="list-style-type: none"> identifying similarities between texts from different cultural traditions, for example representations of dragons in traditional European and Asian texts, and how spiritual beings are represented in Aboriginal and Torres Strait Islander stories identifying some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous discussing the characters of fictional animals and how they relate to those of humans
Responding to literature	Elaborations
Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences	<ul style="list-style-type: none"> discussing characters from books and films and whether these are life-like or imaginary (for example talking animals) comparing characters and events in texts to students' own experiences
Express preferences for specific texts and authors and listen to the opinions of others	<ul style="list-style-type: none"> sharing favourite texts and authors and some reasons for preferences discussing different texts and considering what is entertaining or appealing using arts methods and role play to express personal responses to characters and events in stories discussing different texts and considering what is entertaining or appealing and why identifying who is telling the story in different texts
Examining literature	Elaborations
Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts	<ul style="list-style-type: none"> examining different types of literature including traditional tales, humorous stories and poetry discussing similarities and differences between texts (for example features of main characters in different stories) discussing features of book settings including time (year, season) and place (country or city, realistic or imagined) discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution)
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	<ul style="list-style-type: none"> exploring performance poetry, chants and songs from Aboriginal and Torres Strait Islander peoples and Asian cultures listening to and performing simple haiku poems about familiar topics such as nature and the seasons
Creating literature	Elaborations
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	<ul style="list-style-type: none"> creating visual representations of literary texts from Aboriginal, Torres Strait Islander or Asian cultures writing character descriptions drawn from illustrations in stories retelling key events in stories using oral language, arts, digital technologies and performance media

Literacy

Texts in context	Elaborations
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Respond to texts drawn from a range of cultures and experiences	<ul style="list-style-type: none"> • talking about some of the deeper meanings embedded such as the law and correct behaviour in teaching and dreaming stories • using drawing and writing to depict and comment on people and places beyond their immediate experience
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Interacting with others	Elaborations
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	<ul style="list-style-type: none"> • listening for details in spoken informative texts • participating in informal and structured class, group and pair discussions about content area topics, ideas and information • speaking clearly and with appropriate volume • interacting confidently and appropriately with peers, teachers, visitors and community members • learning to value listening, questioning and positive body language and understanding that different cultures may approach these differently • formulating different types of questions to ask a speaker, such as open and closed questions and 'when', 'why' and 'how' questions
Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	<ul style="list-style-type: none"> • identifying turn-taking patterns in group and pair work (for example initiating a topic, changing a topic when appropriate, staying on task, supporting other speakers, eliciting responses, being supportive and attentive listeners, asking relevant questions, providing useful feedback, prompting, checking understanding, 'sharing the talking space') • participating in pair, group and class speaking and listening situations, including informal conversations and class discussions, contributing ideas and listening to the contributions of others • taking turns, asking and answering questions and attempting to involve others in discussions • demonstrating active listening behaviour and responding to what others say in pair, group and class discussions • experimenting with voice volume and pace for particular purposes including making presentations, retelling stories and reciting rhymes and poems • attempting correct pronunciation of new vocabulary
Make short presentations using some introduced text structures and language, for example opening statements	<ul style="list-style-type: none"> • reporting the results of group discussions • providing simple explanations about how to do or make something • giving short oral presentations about areas of interest or content area topics, speaking clearly and with appropriate volume and using extended vocabulary and a growing knowledge of content-specific words
Interpreting, analysing, evaluating	Elaborations
Describe some differences between imaginative informative and persuasive texts	<ul style="list-style-type: none"> • comparing and discussing texts identifying some features that distinguish those that 'tell stories' from those that 'give opinions' • selecting texts for a particular purpose or task, for example a website that will give information about whales, a book that will tell a story about a possum
Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading	<ul style="list-style-type: none"> • using contextual and semantic knowledge to make predictions about a text's purpose and content • combining knowledge of context, meaning, grammar and phonics to decode text • recognising most high frequency sight words when reading text • self-correcting when reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge • reading aloud with developing fluency and intonation
Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	<ul style="list-style-type: none"> • using elements in books and screen texts, for example illustrations, diagrams, sound and movement, to support reading • making connections between the text and students' own experiences, and between information in print and images • finding key information in a text • making inferences about characters' feelings and motives • building knowledge about the topic of the text and learning new vocabulary before and during reading

- making predictions from the cover, from illustrations and at points in the text before reading on
- retelling the events or key information in the text orally, in writing and/or through digital or arts media

Creating texts	Elaborations
Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	<ul style="list-style-type: none"> • referring to learned knowledge of text structure and grammar when creating a new text • applying new vocabulary appropriately in creating text • learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events • beginning to consider audience in designing a communication involving visual components, selecting images for maximum impact
Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation	<ul style="list-style-type: none"> • adding or deleting words on page or screen to improve meaning, for example adding an adjective to a noun • reading the students' own work aloud to listen for grammatical correctness: checking use of capital letters, full stops, question marks and exclamation marks • checking for inclusion of capital letters and full stops • identifying words which might not be spelt correctly • beginning to use dictionaries and classroom charts to check and correct spelling of less familiar words
Write using unjoined lower case and upper case letters	<ul style="list-style-type: none"> • using correct posture and pencil grip • learning how each letter is constructed including where to start and the direction to follow • writing words legibly using unjoined print script of consistent size
Construct texts that incorporate supporting images using software including word processing programs	<ul style="list-style-type: none"> • creating digital images and composing a story or information sequence on screen using images and captions • adding images to digital written communications such as emails with pictures of self, classmates or location

Year 1 achievement standard

By the end of Year 1 students listen to, read and view a range of spoken, written and multimodal texts, recognising the different purposes of these texts. They accurately use knowledge of text structure, letters, words, sentences and directionality to read different kinds of short texts. They retell the main ideas in texts in logical sequence. They understand literal and some inferred meanings in imaginative and informative texts and accurately recall some key ideas. They display sustained interest in longer texts listened to and viewed. They know the sounds represented by all letters, and the purpose of capital letters and full stops. They read short, predictable imaginative and informative texts aloud with some fluency and intonation, and use sentence boundary punctuation appropriately to support meaning.

Students create short imaginative, informative and persuasive spoken and written texts for a limited range of purposes. They include several related ideas on familiar topics, use visual features to support meaning, and include beginnings and endings to indicate sequence. They select vocabulary to enhance meaning, and use relevant vocabulary related to the topic and content of texts to discuss ideas and to share responses. They use capital letters and full stops appropriately. They accurately spell many words with regular spelling patterns and a growing number of irregularly spelled words. They use different interaction conventions including asking questions and making comments, adjusting communication to suit their audience and purpose. They interact in pair, group and class discussions and make short presentations of a few connected sentences on familiar and learned topics.

Year 2

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 2, students communicate with peers, teachers, students from other classes, and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

Language

Language variation and change	Elaborations
Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	<ul style="list-style-type: none"> identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia, and associating those features with particular communities recognising some phrases in the languages of the class and community, for example greetings and expressions of politeness
Language for interaction	Elaborations
Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	<ul style="list-style-type: none"> exploring how terms of address are used to signal different kinds of relationships exploring the differences between giving a presentation and talking to friends exploring culturally specific greetings and expressions of politeness
Identify language that can be used for appreciating texts and the qualities of people and things	<ul style="list-style-type: none"> exploring how language is used to express feelings including learning vocabulary to express a gradation of feeling, for example 'happy', 'joyful', 'pleased', 'contented' exploring in stories, everyday and media texts moral and social dilemmas; such as right and wrong, fairness/unfairness, inclusion and exclusion; learning to use language to describe actions and consider consequences exploring how language is used to construct characters and settings in narratives, including choice of nouns such as 'girl', 'princess' or 'orphan', and choice of adjectives such as 'gentle', 'timid' or 'frightened'
Text structure and organisation	Elaborations
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	<ul style="list-style-type: none"> identifying the topic and type of a text through its visual presentation, for example cover design, packaging, title/subtitle and images becoming familiar with the typical stages of text types, for example simple narratives, instructions and expositions

Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms	<ul style="list-style-type: none"> exploring how texts develop their themes and ideas, building information through connecting similar and contrasting dissimilar things mapping examples of word associations in texts, for example words that refer to the main character
Recognise that capital letters signal proper nouns and commas are used to separate items in lists	<ul style="list-style-type: none"> talking about how a comma can be used to separate two or more elements in a list, for example 'At the museum they saw a Tasmanian tiger, a dinosaur and two snakes'
Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines	<ul style="list-style-type: none"> recognising how chapters and table of contents, alphabetical order of index and glossary operate to guide access to information learning about features of screen texts including menu buttons, drop down menus, links and live connections

Expressing and developing ideas	Elaborations
Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses and coordinating conjunctions	<ul style="list-style-type: none"> learning how to express ideas using compound sentences learning how to join simple sentences with conjunctions, for example 'and', 'but' or 'so', to construct compound sentences
Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups can be expanded using articles and adjectives	<ul style="list-style-type: none"> exploring texts and identifying nouns that refer to characters, elements of the setting, and ideas exploring illustrations and noun groups in picture books to identify how the noun groups have been represented by an illustrator exploring names of people and places and how to write them using capital letters using selected nouns as a basis for building extended noun groups that provide a clear description of an item
Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words	<ul style="list-style-type: none"> comparing two versions of the same story, for example 'Jack and the Beanstalk', identifying how a character's actions and reactions are depicted differently by different illustrators
Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	<ul style="list-style-type: none"> interpreting new terminology drawing on prior knowledge, analogies and connections with known words
Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words	<ul style="list-style-type: none"> drawing on knowledge of high frequency sight words drawing on knowledge of sound-letter relationships (for example breaking words into syllables and phonemes) using known words in writing and spell unknown words using developing visual, graphophonic and morphemic knowledge
Recognise common prefixes and suffixes and how they change a word's meaning	<ul style="list-style-type: none"> joining discussion about how a prefix or suffix affects meaning, for example uncomfortable, older, and division

Sound and letter knowledge	Elaborations
Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations	<ul style="list-style-type: none"> recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example 'tion'

Literature

Literature and context	Elaborations
Discuss how depictions of characters in	<ul style="list-style-type: none"> exploring iconography of Aboriginal and Torres Strait Islander cultures recognising recurring characters, settings and themes in Dreaming stories experienced

print, sound and images reflect the contexts in which they were created	through texts, films and online sources
	<ul style="list-style-type: none"> discussing moral and teaching stories from varied cultures, identifying and comparing their central messages

Responding to literature	Elaborations
Compare opinions about characters, events and settings in and between texts	<ul style="list-style-type: none"> discussing each others' preferences for stories set in familiar or unfamiliar worlds, or about people whose lives are like or unlike their own
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences	<ul style="list-style-type: none"> describing features of texts from different cultures including recurring language patterns, style of illustrations, elements of humour or drama, and identifying the features which give rise to their personal preferences connecting the feelings and behaviours of animals in anthropomorphic stories with human emotions and relationships drawing, writing and using digital technologies to capture and communicate favourite characters and events
Examining literature	Elaborations
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways	<ul style="list-style-type: none"> describing features of text settings including time, colours used to portray year, season, and place (country or city) and how this impacts on the characters describing plots including beginnings (orientation), how the problem (complication) is introduced and solved (resolution), and considering how these features construct meanings identifying features of imaginary or fantasy texts, for example magic powers, shifts in time investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used comparing two or more versions of the same story by different authors or from different cultures, describing similarities and differences in authors' points of view
Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs	<ul style="list-style-type: none"> exploring poems, chants, rhymes or songs from different cultures which class members may bring from home learning to recite, sing or create interpretations of poems, chants, rhymes or songs from students' own and other different cultures
Creating literature	Elaborations
Create events and characters using different media that develop key events and characters from literary texts	<ul style="list-style-type: none"> creating imaginative reconstructions of stories and poetry using a range of print and digital media telling known stories from a different point of view orally, in writing or using digital media, constructing a sequel to a known story

Literacy

Texts in context	Elaborations
Discuss different texts on a similar topic, identifying similarities and differences between the texts	<ul style="list-style-type: none"> identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia comparing two or more versions of the same topic by different authors or from different cultures, describing similarities and differences
Interacting with others	Elaborations
Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	<ul style="list-style-type: none"> using spoken language for problem solving, and exploring ideas and concepts listening for specific information and providing two or more key facts from an informative text spoken or read aloud listening to, remembering and responding to detailed instructions
Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate	<ul style="list-style-type: none"> discussing appropriate conventions to use in group discussions exploring ways to comment on what others say, including using sentence starters such as 'I like the way you...', 'I agree that ...', 'I have a different thought...', 'I'd like to say something different...'

manner, speaking clearly and varying tone, volume and pace appropriately.	<ul style="list-style-type: none"> • participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations • demonstrating appropriate listening behaviour, responding to and paraphrasing a partner's contribution to a discussion, such as think/pair/share activities • asking relevant questions and making connections with personal experiences and the contributions of others • brainstorming topics, contributing ideas and acknowledging the ideas of others • speaking clearly and with appropriate intonation • understanding how to disagree with a point of view or offer an alternative idea courteously • experimenting with presentation strategies such as pitch, volume and intonation
Rehearse and deliver short presentations on familiar and new topics	<ul style="list-style-type: none"> • adjusting presentation for different audiences • preparing and giving oral presentations, including reports of group discussions, using more formal speech and specific vocabulary about content area topics • listening and responding to presentations, including those using multimedia, on familiar and learned topics, recording key information, and connecting new and existing knowledge about a topic
Interpreting, analysing, evaluating	Elaborations
Identify the audience of imaginative, informative and persuasive texts	<ul style="list-style-type: none"> • identifying the main purpose of a text, including whether the author wants to entertain, explain or persuade and considering how audiences might respond to those texts
Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting	<ul style="list-style-type: none"> • using prior and learned knowledge and vocabulary to make and confirm predictions when reading text • using grammatical knowledge to predict likely sentence patterns when reading more complex narratives and informative texts • using knowledge of sound–letter relationships and high frequency sight words when decoding text • monitoring own reading and self-correcting when reading does not make sense, using illustrations, context, phonics, grammar knowledge and prior and learned topic knowledge • using grammar and meaning to read aloud with fluency and intonation
Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	<ul style="list-style-type: none"> • making connections between the text and students' own experiences and experiences with other texts, comparing authors' differing point of view on a topic • making connections between information in print and images • building on and using prior knowledge and vocabulary • making valid inferences using information in a text and students' own prior knowledge • predicting, asking and answering questions as they read, and summarising and reviewing meaning
Creating texts	Elaborations
Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	<ul style="list-style-type: none"> • learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events • sequencing content according to text structure • using appropriate simple and compound sentence to express and combine ideas • using vocabulary, including technical vocabulary, appropriate to text type and purpose
Reread and edit text for spelling, sentence-boundary punctuation and text structure	<ul style="list-style-type: none"> • reading their work and adding, deleting or changing words, phrases or sentences to improve meaning, for example replacing an everyday noun with a technical one in an informative text • checking spelling using a dictionary • checking for inclusion of relevant punctuation including capital letters to signal names, as well as sentence beginnings, full stops, question marks and exclamation marks • making significant changes to their texts using a word processing program (for example add, delete or move sentences)
Write legibly and with growing fluency using unjoined upper case and lower case letters	<ul style="list-style-type: none"> • using correct pencil grip and posture • writing sentences legibly and fluently using unjoined print script of consistent size

Construct texts featuring print, visual and audio elements using software, including word processing programs

- experimenting with and combining elements of software programs to create texts

Year 2 achievement standard

By the end of Year 2 students listen to, read and view a range of spoken, written and multimodal texts, recalling details and some main ideas and key facts. They begin to compare the content and purposes of different texts on similar topics. They locate literal information in written texts, and refer to features of language and images to make inferences about characters' actions and motivations. They discuss possible meanings in narratives, and predict likely future events. They sustain interest in characters and events in imaginative texts, seek books by favourite authors and give reasons for personal preferences. They relate information, ideas and events in texts to their own lives and to other texts. They locate information on a variety of topics in texts with some complex language, ideas, images and vocabulary. They read, monitoring meaning and self-correcting using context, prior knowledge, grammar and phonic knowledge.

Students create imaginative, informative and persuasive written, spoken and multimodal texts for different purposes and audiences, drawing on their own experiences, their imagination and ideas they have learned. They create texts that appropriately include writing and images to support the meaning of the text. They organise texts in predictable ways using a small range of text and sentence structures. They use common punctuation accurately, including sentence boundary punctuation. They use sound-letter correspondence to help spell words correctly in their writing. They use everyday language and topic-specific vocabulary to discuss ideas about areas of interest with peers. They engage effectively in group and class discussions, and ask questions to clarify and extend others' ideas. They express their opinions on topics of interest, providing some supporting evidence for their points of view. They discuss how to interact appropriately with audiences in the classroom and other familiar contexts.

Year 3

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Language

Language variation and change	Elaborations
Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	<ul style="list-style-type: none"> learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately
Language for interaction	Elaborations
Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	<ul style="list-style-type: none"> identifying roles and collaborative patterns in students' own groups and pair work (for example initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing useful feedback, prompting and checking individual and group understanding)
Examine how evaluative language can be varied to be more or less forceful	<ul style="list-style-type: none"> exploring how modal verbs, for example 'must', 'might', 'or 'could' indicate degrees of certainty, command or obligation distinguishing how choice of adverbs, nouns and verbs present different evaluations of characters in texts
Text structure and organisation	Elaborations
Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences	<ul style="list-style-type: none"> becoming familiar with typical structural stages and language features of various types of text, for example narratives, procedures, reports, reviews and expositions
Understand that paragraphs are a key organisational feature of written texts	<ul style="list-style-type: none"> noticing how longer texts are organised into paragraphs, each beginning with a topic sentence/paragraph opener which predicts how the paragraph will develop and is then elaborated in various ways
Know that word contractions are a feature	<ul style="list-style-type: none"> recognising both grammatically accurate and inaccurate usage of the apostrophe in

of informal language and that apostrophes of contraction are used to signal missing letters

everyday texts such as signs in the community and newspaper advertisements

Identify the features of online texts that enhance navigation

Expressing and developing ideas	Elaborations
Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement	<ul style="list-style-type: none"> knowing that a clause is basically a group of words that contains a verb knowing that, in terms of meaning, a basic clause represents: what is happening; who or what is participating, and the surrounding circumstances
Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense	<ul style="list-style-type: none"> identifying different types of verbs and the way they add meaning to a sentence exploring action and saying verbs in narrative texts to show how they give information about what characters do and say exploring the use of sensing verbs and how they allow readers to know what characters think and feel exploring the use of relating verbs in constructing definitions and descriptions learning how time is represented through the tense of a verb and other structural, language and visual features
Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments	<ul style="list-style-type: none"> noting how the relationship between characters can be depicted in illustrations through: the positioning of the characters (for example facing each other or facing away from each other); the distance between them; the relative size; one character looking up (or down) at the other (power relationships); facial expressions and body gesture observing how images construct a relationship with the viewer through such strategies as: direct gaze into the viewer's eyes, inviting involvement and how close ups are more engaging than distanced images, which can suggest alienation or loneliness
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	<ul style="list-style-type: none"> exploring examples of language which demonstrate a range of feelings and positions, and building a vocabulary to express judgments about characters or events, acknowledging that language and judgments might differ depending on the cultural context
Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion'	<ul style="list-style-type: none"> using spelling strategies such as: phonological knowledge (for example diphthongs and other ambiguous vowel sounds in more complex words); three-letter clusters (for example 'thr', 'shr', 'squ'); visual knowledge (for example more complex single syllable homophones such as 'break/brake', 'ate/eight'); morphemic knowledge (for example inflectional endings in single syllable words, plural and past tense); generalisations (for example to make a word plural when it ends in 's', 'sh', 'ch', or 'z' add 'es')
Recognise high frequency sight words	<ul style="list-style-type: none"> becoming familiar with most high-frequency sight words

Literature

Literature and context	Elaborations
Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons	<ul style="list-style-type: none"> reading texts in which Aboriginal and Torres Strait Islander children/ young people are the central characters/protagonists and making links to students' own lives, noting similarities exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example 'The Ramayana' story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia)
Responding to literature	Elaborations
Draw connections between personal experiences and the worlds of texts, and share responses with others	<ul style="list-style-type: none"> discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text exploring texts that highlight issues and problems in making moral decisions and discussing these with others drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and

	world view
Develop criteria for establishing personal preferences for literature	<ul style="list-style-type: none"> building a conscious understanding of preference regarding topics and genres of personal interest (for example humorous short stories, school and family stories, mysteries, fantasy and quest, series books) selecting and discussing favourite texts and explaining their reasons for assigning greater or lesser merit to particular texts or types of texts
Examining literature	Elaborations
Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative	<ul style="list-style-type: none"> identifying and discussing the use of descriptive adjectives ('in the middle of a vast, bare plain') to establish setting and atmosphere ('the castle loomed dark and forbidding') and to draw readers into events that follow discussing the language used to describe the traits of characters in stories, their actions and motivations: 'Claire was so lonely; she desperately wanted a pet and she was afraid she would do anything, just anything, to have one to care for'
Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose	<ul style="list-style-type: none"> identifying the effect of imagery in texts, for example the use of imagery related to nature in haiku poems exploring how rhythm, onomatopoeia and alliteration give momentum to poetry and prose read aloud, and enhance enjoyment
Creating literature	Elaborations
Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle	<ul style="list-style-type: none"> drawing on literary texts read, viewed and listened to for inspiration and ideas, appropriating language to create mood and characterisation innovating on texts read, viewed and listened to by changing the point of view, revising an ending or creating a sequel
Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue	<ul style="list-style-type: none"> creating visual and multimodal texts based on Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text creating multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world

Literacy

Texts in context	Elaborations
Identify the point of view in a text and suggest alternative points of view	<ul style="list-style-type: none"> discussing how a text presents the point of view of the main character, and speculating on what other characters might think or feel recognising that there is more than one way of looking at the same event and that stories seen through the eyes of one character privileges some aspects of the story over others speculating about what other characters might think or feel and retelling the story from other perspectives (for example 'Cinderella' from the view of the 'Ugly Sisters')
Interacting with others	Elaborations
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	<ul style="list-style-type: none"> participating in collaborative discussions, building on and connecting ideas and opinions expressed by others, and checking students' own understanding against group views
Plan and deliver short presentations, providing some key details in logical sequence	<ul style="list-style-type: none"> drawing on relevant research into a topic to prepare an oral or multimodal presentation, using devices such as storyboards to plan the sequence of ideas and information
Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of	<ul style="list-style-type: none"> participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations listening actively including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of

everyday and learned vocabulary and appropriate tone, pace, pitch and volume

- information
- learning the specific speaking or listening skills of different group roles, for example group leader, note taker and reporter
 - acquiring new vocabulary in all curriculum areas through listening, reading, viewing and discussion and using this vocabulary in specific ways such as describing people, places, things and processes
 - using language appropriately in different situations such as making a request of a teacher, explaining a procedure to a classmate, engaging in a game with friends
 - experimenting with voice effects in formal presentations such as tone, volume and pace

Interpreting, analysing, evaluating	Elaborations
Identify the audience and purpose of imaginative, informative and persuasive texts	<ul style="list-style-type: none"> • identifying the author's point of view on a topic and key words and images that seem intended to persuade listeners, viewers or readers to agree with the view presented
Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting	<ul style="list-style-type: none"> • combining different types of knowledge (for example world knowledge, vocabulary, grammar, phonics) to make decisions about unknown words, reading on, reviewing and summarising meaning • analysing the way illustrations help to construct meaning and interpreting different types of illustrations and graphics • reading text types from a student's culture to enhance confidence in building reading strategies • reading aloud with fluency and intonation • reading a wider range of texts, including chapter books and informative texts, for pleasure
Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	<ul style="list-style-type: none"> • making connections between the text and students own experience and other texts • making connections between the information in print and images • making predictions and asking and answering questions about the text drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic • using text features and search tools to locate information in written and digital texts efficiently • determining important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification • making considered inferences taking into account topic knowledge or a character's likely actions and feelings
Creating texts	Elaborations
Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose	<ul style="list-style-type: none"> • using print and digital resources to gather information about a topic • selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact • using appropriate simple, compound and complex sentences to express and combine ideas • using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas
Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation	<ul style="list-style-type: none"> • using glossaries, print and digital dictionaries and spell check to edit spelling, realising that spell check accuracy depends on understanding the word function, for example there/their; rain/reign
Write using joined letters that are clearly formed and consistent in size	<ul style="list-style-type: none"> • practising how to join letters to construct a fluent handwriting style
Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements	<ul style="list-style-type: none"> • using features of relevant technologies to plan, sequence, compose and edit multimodal texts

Year 3 achievement standard

By the end of Year 3 students listen to, read and view a range of spoken, written and multimodal texts, identifying their different purposes. They attend to others' views and respond appropriately. They use monitoring and self-correcting strategies to clarify meaning when reading, viewing and listening to an increasing range of types of texts. They retrieve literal information in texts, and can also make appropriate inferences. They explain ideas, events and actions, referring closely to selected detail. They share personal responses to and opinions about texts, providing relevant supporting information and detail. They recognise the representation of characters, settings and events in imaginative texts and also start to evaluate point of view. They make relevant connections between visual and written elements in multimodal texts.

Students create a range of imaginative, informative and persuasive written, spoken and multimodal texts for familiar and unfamiliar audiences. They contribute actively to group discussions, asking relevant questions and building on others' ideas and providing useful feedback. They communicate expressively and clearly about familiar ideas and information to known small audiences, in mostly informal situations. They order ideas in sequence, and provide relevant details to support ideas. They create imaginative texts based on characters and situations encountered in their reading and viewing. In these texts they express and develop experiences, events, information, ideas and characters in some detail. They organise texts in paragraphs composed of logically grouped and sequenced sentences. Short sentences are meaningful and correctly structured, and some complex sentences are used appropriately. They choose vocabulary appropriate to the purpose and context of their writing. They use simple punctuation correctly, and use a variety of spelling strategies to spell high frequency words correctly.

Year 4

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Language

Language variation and change	Elaborations
Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages	<ul style="list-style-type: none"> identifying words used in Standard Australian English that are derived from other languages, including Aboriginal and Torres Strait Islander languages, and determining if the original meaning is reflected in English usage, for example kangaroo, tsunami, typhoon, amok, orang-utan identifying commonly used words derived from other cultures
Language for interaction	Elaborations
Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group	<ul style="list-style-type: none"> recognising that we can use language differently with our friends and families, but that Standard Australian English is typically used in written school texts and more formal contexts recognising that language is adjusted in different contexts, for example in degree of formality when moving between group discussions and presenting a group report understanding how age, status, expertise and familiarity influence the ways in which we interact with people and how these codes and conventions vary across cultures recognising the importance of using inclusive language
Understand differences between the language of opinion and feeling and the language of factual reporting or recording	<ul style="list-style-type: none"> identifying ways thinking verbs are used to express opinion, for example 'I think', 'I believe', and ways summary verbs are used to report findings, for example 'we concluded'
Text structure and organisation	Elaborations
Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	<ul style="list-style-type: none"> becoming familiar with the typical stages and language features of such text types as: simple narrative, procedure, simple persuasion texts and information reports
Understand how texts are made cohesive	<ul style="list-style-type: none"> knowing how authors construct texts that are cohesive and coherent through the use of: pronouns that link back to something previously mentioned; determiners (for

through the use of linking devices including pronoun reference and text connectives	<p>example 'this', 'that', 'these', 'those', 'the', 'his', 'their'); text connectives that create links between sentences (for example 'however', 'therefore', 'nevertheless', 'in addition', 'by contrast', 'in summary')</p> <ul style="list-style-type: none"> identifying how a topic is described throughout a text by tracking noun groups and pronouns describing how texts connectives link sections of a text providing sequences through time, for example 'firstly', 'then', 'next', and 'finally'
Recognise how quotation marks are used in texts to signal dialogue, titles and reported speech	<ul style="list-style-type: none"> exploring texts to identify the use of quotation marks experimenting with the use of quotation marks in students' own writing
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout	<ul style="list-style-type: none"> participating in online searches for information using navigation tools and discussing similarities and differences between print and digital information
Expressing and developing ideas	Elaborations
Understand that the meaning of sentences can be enriched through the use of expanded noun and verb groups and phrases	<ul style="list-style-type: none"> creating richer, more specific descriptions through the use of noun groups (for example in narrative texts, 'Their very old Siamese cat'; in reports, 'Its extremely high mountain ranges')
Investigate how quoted (direct) and reported (indirect) speech work in different types of text	<ul style="list-style-type: none"> investigating examples of quoted (direct) speech ('He said, "I'll go to the park today"') and reported (indirect) speech ('He told me he was going to the park today') and comparing similarities and differences
Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity	<ul style="list-style-type: none"> investigating in texts how adverbial phrases and clauses can add significance to an action, for example 'more desperately', 'he rose quietly and gingerly moved'
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of text types	<ul style="list-style-type: none"> examining visual and multimodal texts, building a vocabulary to describe visual elements and techniques such as framing, composition and visual point of view and beginning to understand how these choices impact on viewer response
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	<ul style="list-style-type: none"> building etymological knowledge about word origins (for example 'thermometer') and building vocabulary from research about technical and subject specific topics
Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters	<ul style="list-style-type: none"> using phonological knowledge (for example long vowel patterns in multi-syllabic words); consonant clusters (for example 'straight', 'throat', 'screen', 'squawk') using visual knowledge (for example diphthongs in more complex words and other ambiguous vowel sounds, as in 'oy', 'oi', 'ou', 'ow', 'ould', 'u', 'ough', 'au', 'aw'); silent beginning consonant patterns (for example 'gn' and 'kn') applying generalisations, for example doubling (for example 'running'); 'e'-drop (for example 'hoping')
Recognise homophones and know how to use context to identify correct spelling	<ul style="list-style-type: none"> using meaning and context when spelling words (for example when differentiating between homophones such as 'to', 'too', 'two')

Literature

Literature and context	Elaborations
Make connections between the ways different authors may represent similar storylines, ideas and relationships	<ul style="list-style-type: none"> commenting on how authors have established setting and period in different cultures and times and the relevance of characters, actions and beliefs to their own time comparing different authors' treatment of similar themes and text patterns, for example comparing fables and allegories from different cultures and quest novels by different authors
Responding to literature	Elaborations

Discuss literary experiences with others, sharing responses and expressing a point of view	<ul style="list-style-type: none"> • sharing and discussing students' own and others' understanding of the effects of particular literary techniques on their appreciation of texts • drawing comparisons between multiple texts and students' own experiences. Commenting orally, in written form and in digital reviews on aspects such as: 'Do I recognise this in my own world?'; 'How is this text similar to or different from other texts I've read?'; 'How common is it to human experience in the real world?'; 'What new ideas does it bring?'; 'How do they fit with what I believe?'
Use metalanguage to describe the effects of ideas, text structures and language features of literary texts	<ul style="list-style-type: none"> • sharing views using appropriate metalanguage (for example 'The use of the adjectives in describing the character really helps to create images for the reader') • examining the author's description of a character's appearance, behaviour and speech and noting how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her
Examining literature	Elaborations
Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension	<ul style="list-style-type: none"> • examining the author's description of a character's appearance, behaviour and speech and noting how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her • identifying pivotal points in the plot where characters are faced with choices and commenting on how the author makes us care about their decisions and consequences
Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns	<ul style="list-style-type: none"> • defining spoonerisms, neologisms and puns and exploring how they are used by authors to create a sense of freshness, originality and playfulness • discussing poetic language, including unusual adjectival use and how it engages us emotionally and brings to life the poet's subject matter (for example 'He grasps the crag with crooked hands'/wee timorous beastie)
Creating literature	Elaborations
Create literary texts that explore students' own experiences and imagining	<ul style="list-style-type: none"> • drawing upon literary texts students have encountered and experimenting with changing particular aspects, for example the time or place of the setting, adding characters or changing their personalities, or offering an alternative point of view on key ideas
Create literary texts by developing storylines, characters and settings	<ul style="list-style-type: none"> • collaboratively plan, compose, sequence and prepare a literary text along a familiar storyline, using film, sound and images to convey setting, characters and points of drama in the plot

Literacy

Texts in context	Elaborations
Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts	<ul style="list-style-type: none"> • viewing documentaries and news footage from different periods, comparing the style of presentation, including costumes and iconography with contemporary texts on similar topics and tracking changing views on issues, for example war, race, gender
Interacting with others	Elaborations
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	<ul style="list-style-type: none"> • making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required • discussing levels of language — slang, colloquial (everyday) and formal language — and how their appropriateness changes with the situation and audience. Presenting ideas and opinions at levels of formality appropriate to the context and audience
Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	<ul style="list-style-type: none"> • participating in pair, group, class and school speaking and listening situations, including informal conversations, class discussions and presentations • developing appropriate speaking and listening behaviours including acknowledging and extending others' contributions, presenting ideas and opinions clearly and coherently • choosing a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, to communicate meaning accurately

	<ul style="list-style-type: none"> exploring the effects of changing voice tone, volume, pitch and pace in formal and informal contexts
Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences	<ul style="list-style-type: none"> reporting on a topic in an organised manner, providing relevant facts and descriptive detail to enhance audience understanding, and beginning to refer to reliable sources to support claims
Interpreting, analysing, evaluating	Elaborations
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	<ul style="list-style-type: none"> describing the language which authors use to create imaginary worlds; how textual features such as headings, subheadings, bold type and graphic organisers are used to order and present information, and how visual codes are used, for example those used in advertising to represent children and families so that viewers identify with them
Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing	<ul style="list-style-type: none"> reading new and different kinds of texts with the use of established word identification strategies, including knowledge of the topic and of text type together with self monitoring strategies; including rereading, self questioning and pausing, and including self correction strategies such as confirming and cross-checking reading aloud with fluency and expression reading a wide range of different types of texts for pleasure
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	<ul style="list-style-type: none"> making connections between the text and students' own experience and other texts making connections between information in print and images building and using prior knowledge and vocabulary finding specific literal information asking and answering questions creating mental images finding the main idea of a text inferring meaning from the ways communication occurs in digital environments including the interplay between words, images, and sounds bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting and using texts for their pertinence to the task and the accuracy of their information
Creating texts	Elaborations
Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features	<ul style="list-style-type: none"> using research from print and digital resources to gather ideas, integrating information from a range of sources; selecting text structure and planning how to group ideas into paragraphs to sequence content, and choosing vocabulary to suit topic and communication purpose using appropriate simple, compound and complex sentences to express and combine ideas using grammatical features effectively including different types of verbs, adverbials and noun groups for lengthier descriptions
Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure	<ul style="list-style-type: none"> revising written texts: editing for grammatical and spelling accuracy and clarity of the text, to improve the connection between ideas and the overall flow of the piece
Write using clearly-formed joined letters, and develop increased fluency and automaticity	<ul style="list-style-type: none"> using handwriting fluency with speed for a wide range of tasks
Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements	<ul style="list-style-type: none"> identifying and selecting appropriate software programs for constructing text

Year 4 achievement standard

By the end of Year 4 students listen to, read and view a range of spoken, written and multimodal texts, describing connections between their own experiences and those presented in the texts. They listen for key points in spoken texts including presentations and discussions. They recognise the function of text purpose in shaping a text and describe characteristic differences between imaginative

and informative texts. They identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understanding. They explain some ways in which speakers, authors and illustrators engage the interest of audiences. They share their own judgments and preferences about texts, and respond to others' viewpoints, selecting some relevant textual evidence to support their opinions. They compare ways in which their own and others' opinions about texts are shaped by individual experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students create structured spoken, visual and written texts for imaginative, informative and persuasive purposes. They contribute actively to group discussions of ideas and present opinions, understanding how language is used differently when giving opinions or reporting information. They make planned individual oral presentations about researched topics in informal and some more formal contexts, using learned content and considering the needs of audiences. They select vocabulary to provide specific detail about people, things and ideas and draw ideas from personal, literary and researched resources. Individually and collaboratively, they create imaginative texts based on favourite plots, events and characters, and informative and persuasive texts that present ideas in a planned sequence. They use simple and complex sentences, consistent tenses and appropriate punctuation to support meaning.

Year 5

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Language

Language variation and change	Elaborations
Understand that the pronunciation, spelling and meanings of words have histories and change over time	<ul style="list-style-type: none"> recognising that a knowledge of word origins is not only interesting in its own right, but that it extends students' knowledge of vocabulary and spelling exploring examples of words in which pronunciation, writing and meaning has changed over time, including words from a range of cultures
Language for interaction	Elaborations
Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	<ul style="list-style-type: none"> identifying ways in which cultures differ in making and responding to common requests, for example periods of silence, degrees of formality
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	<ul style="list-style-type: none"> recognising that a bare assertion (for example 'It's the best film this year') often needs to be tempered by: using the 'impersonal it' to distance oneself (for example 'It could be that it is the best film this year'); recruiting anonymous support (for example 'It is generally agreed that it is the best film this year.'); indicating a general source of the opinion (for example 'Most critics agree that it is the best film this year.'); specifying the source of the opinion (for example 'David and Margaret both agree that it is the best film this year') and reflecting on the effect of these different choices
Text structure and organisation	Elaborations
Understand how texts vary in purpose, structure and topic as well as the degree of formality	<ul style="list-style-type: none"> becoming familiar with the typical stages and language features of such text types as: narrative, procedure, exposition, explanation, discussion and informative text and how they can be composed and presented in written, digital and multimedia forms
Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	<ul style="list-style-type: none"> observing how writers use the beginning of a sentence to signal to the reader how the text is developing (for example 'Snakes are reptiles. They have scales and no legs. Many snakes are poisonous. However, in Australia they are protected')

Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns	<ul style="list-style-type: none"> examining how conventions of punctuation are used in written and digitally composed lists and learning that in Standard Australian English it is not necessary to add another 's' to the end of a plural noun to indicate possession ('Connors' house' / 'my parents' car')
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Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation

Expressing and developing ideas	Elaborations
Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas	<ul style="list-style-type: none"> knowing that the function of complex sentences is to make connections between ideas, such as: to provide a reason (for example 'He jumped up because the bell rang.'); to state a purpose (for example 'She raced home in order to confront her brother.'); to express a condition (for example 'It will break if you push it.'); to make a concession (for example 'She went to work even though she was not feeling well.'); to link two ideas in terms of various time relations (for example 'Nero fiddled while Rome burned.')
Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea	<ul style="list-style-type: none"> learning how to expand a description by combining a related set of nouns and adjectives – 'Two old brown cattle dogs sat on the ruined front veranda of the deserted house'
Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations	<ul style="list-style-type: none"> interpreting narrative texts told as wordless picture books identifying and comparing sequences of images revealed through difference hyperlink choices
Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	<ul style="list-style-type: none"> moving from general, 'all-purpose' words, for example 'cut' to more specific words, for example 'slice', 'dice', 'fillet', 'segment'
Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words	<ul style="list-style-type: none"> learning that many complex words were originally hyphenated but have become 'prefixed' as in 'uncommon', 'renew' 'email' and 'refine' talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example 'policewoman', 'salesperson'; 'air hostess'/'steward' or 'flight attendant'
Recognise uncommon plurals, for example 'foci'	<ul style="list-style-type: none"> using knowledge of word origins and roots and related words to interpret and spell unfamiliar words, and learning about how these roots impact on plurals

Literature

Literature and context	Elaborations
Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts	<ul style="list-style-type: none"> describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs identifying variability within cultural contexts in literary texts, recognising the diversity of people's experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples
Responding to literature	Elaborations
Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the	<ul style="list-style-type: none"> posing and discussing questions, such as 'Should this character have behaved as they did?', and beginning to make balanced judgments about the dilemmas characters face and relative merit and harm

viewpoints of others

Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences	<ul style="list-style-type: none"> orally, in writing or using digital media, giving a considered interpretation and opinion about a literary text, recognising that a student's view may not be shared by others and that others have equal claims to divergent views
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Examining literature	Elaborations
Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	<ul style="list-style-type: none"> identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement examining texts written from different narrative points of view and discussing what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view examining the narrative voice in texts from Aboriginal and Torres Strait Islander traditions, which include perspectives of animals and spirits, about how we should care for the Earth, for example reflecting on how this affects significance, interpretation and response
Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes	<ul style="list-style-type: none"> discussing how figurative language including simile and metaphor can make use of a comparison between different things, for example 'My love is like a red, red rose'; 'Tyger!, Tyger! burning bright, In the forests of the night'; and how by appealing to the imagination, it provides new ways of looking at the world investigating the qualities of contemporary protest songs, for example those about Indigenous peoples and those about the environment
Creating literature	Elaborations
Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced	<ul style="list-style-type: none"> using texts with computer-based graphics, animation and 2D qualities, consider how and why particular traits for a character have been chosen
Create literary texts that experiment with structures, ideas and stylistic features of selected authors	<ul style="list-style-type: none"> drawing upon fiction elements in a range of model texts - for example main idea, characterisation, setting (time and place), narrative point of view; and devices, for example figurative language (simile, metaphor, personification), as well as non-verbal conventions in digital and screen texts - in order to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts

Literacy

Texts in context	Elaborations
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context	<ul style="list-style-type: none"> identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement
Interacting with others	Elaborations
Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	<ul style="list-style-type: none"> asking specific questions to clarify a speaker's meaning, making constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions
Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	<ul style="list-style-type: none"> participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and presentations using effective strategies for dialogue and discussion including speaking clearly and to the point, pausing in appropriate places for others to respond, asking pertinent questions and linking students' own responses to the contributions of others choosing vocabulary and sentence structures for particular purposes including formal and informal contexts, to report and explain new concepts and topics, to offer a point

	<ul style="list-style-type: none"> of view and to persuade others experimenting with voice effects in formal presentations such as tone, volume, pitch and pace, recognising the effects these have on audience understanding
Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements	<ul style="list-style-type: none"> planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding
Interpreting, analysing, evaluating	Elaborations
Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	<ul style="list-style-type: none"> explaining how the features of a text advocating community action, for example action on a local area preservation issue, are used to meet the purpose of the text
Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning	<ul style="list-style-type: none"> bringing subject and technical vocabulary and concept knowledge to new reading tasks selecting and using texts for their pertinence to the task and the accuracy of their information using word identification, self-monitoring and self-correcting strategies to access material on less familiar topics, skimming and scanning to check the pertinence of particular information to students' topic and task reading a wide range of imaginative, informative and persuasive texts for pleasure and to find and use information
Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources	<ul style="list-style-type: none"> using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating its relative value, and the accuracy and currency of print and digital sources and summarising information from several sources
Creating texts	Elaborations
Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	<ul style="list-style-type: none"> using research from print and digital resources to gather and organise information for writing selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement using vocabulary, including technical vocabulary, appropriate to the type of text and purpose. Using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, adverbials and noun groups for lengthier descriptions using paragraphs to present and sequence a text
Reread and edit student's own and others' work using agreed criteria for text structures and language features	<ul style="list-style-type: none"> editing for flow and sense, organisation of ideas and choice of language, revising and trying new approaches if an element is not having the desired impact
Develop a handwriting style that is becoming legible, fluent and automatic	<ul style="list-style-type: none"> using handwriting with increasing fluency and legibility appropriate to a wide range of writing purposes
Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements	<ul style="list-style-type: none"> writing letters in print and by email, composing with increasing fluency, accuracy and legibility and demonstrating understanding of what the audience may want to hear

Year 5 achievement standard

By the end of Year 5 students make links between information and ideas from a number of different sources to understand experiences, ideas and information beyond their immediate experience. They accurately identify key ideas and details in short presentations, and summarise these ideas clearly for others. They discuss the connections between particular structures, language features, simple literary

devices, and the purposes of texts. They identify literal and implied information in texts, and develop and clearly express ideas and opinions about texts. They select relevant textual evidence to support opinions about texts, and recognise that narratives and experiences in texts are shaped by different viewpoints. They describe how sound and imagery influence interpretations of characters, settings and events in texts. They compare ways in which their own and others' viewpoints about texts are shaped by individual values and experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students create a variety of sequenced written, spoken and multimodal texts for different purposes and audiences. They select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They predict readers' needs when organising ideas and develop coherent texts by varying sentences and paragraphs for specific effect and linking related ideas. They select specific vocabulary to express and develop ideas, to engage and persuade readers and to convey emotions. They write clear, well-structured sentences and paragraphs and use punctuation to provide structure and meaning in their writing. Individually and in groups they present oral reports of findings from investigations on various topics to peers. They consider the needs of audiences and adjust spoken language for impact in informative or imaginative presentations. They employ a variety of techniques of spoken language to engage audiences and emphasise meaning, including variations in volume and pace, and pauses for effect.

Year 6

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Language

Language variation and change	Elaborations
Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English	<ul style="list-style-type: none"> recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example the use of Standard Australian English, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours
Language for interaction	Elaborations
Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	<ul style="list-style-type: none"> identify and appreciate differences in language used in diverse family settings
Understand the uses of objective and subjective language and bias	<ul style="list-style-type: none"> understanding when it is appropriate to share feelings and opinions (for example in a personal recount) and when it is appropriate to remain more objective (for example in a factual recount) differentiating between reporting the facts (for example in a news story) and providing a commentary (for example in an editorial)
Text structure and organisation	Elaborations
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	<ul style="list-style-type: none"> exploring a range of everyday, community, literary and informative texts discussing elements of text structure and language features and comparing the overall structure and effect of authors' choices in two or more texts examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their points of view and concern for their welfare

Understand that cohesive links can be made in texts by omitting or replacing words	<ul style="list-style-type: none"> noting how writers often leave out words that have already been mentioned (for example 'Tina ate three apples and Simon ate two. [apples]') noting how writers often substitute a general word for a more specific word already mentioned, thus creating a cohesive link between the words (for example 'Look at those apples. Can I have one?') recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms observing how relationships between concepts can be represented visually through similarity, contrast, juxtaposition, repetition, class-subclass diagrams, part-whole diagrams, cause-and-effect figures, visual continuities and discontinuities
Understand the uses of commas to separate clauses	<ul style="list-style-type: none"> identifying different uses of commas in texts
Expressing and developing ideas	Elaborations
Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas	<ul style="list-style-type: none"> knowing that a complex sentence typically consists of an independent clause and a dependent clause connected by a subordinating conjunction (for example 'because', 'when', 'after', 'if', 'while', 'although'). Note: Dependent clauses of time, purpose, reason, concession, condition and so on are referred to as 'adverbial clauses' knowing that the function of complex sentences is to make connections between ideas, such as: to provide a reason (for example 'He jumped up because the bell rang'); to state a purpose (for example 'She raced home in order to confront her brother'); to express a condition (for example 'It will break if you push it'); to make a concession (for example 'She went to work even though she was not feeling well'); to link two ideas in terms of various time relations (for example 'Nero fiddled while Rome burned')
Understand how ideas can be expanded and sharpened through careful choice of verbs and elaborated tenses and a range of adverbials	<ul style="list-style-type: none"> knowing that verbs often represent actions and that the choice of more expressive verbs makes an action more vivid (for example 'She ate her lunch' compared to 'She gobbled up her lunch') knowing that adverbials can provide important details about an action (for example 'At nine o'clock the buzzer rang loudly throughout the school.') knowing the difference between the simple present tense (for example 'Pandas eat bamboo.') and the simple past tense (for example 'She replied.') knowing that the simple present tense is typically used to talk about actions that happen regularly in the present (for example 'He watches TV every night.') or that represent 'timeless' actions, as in information reports (for example 'Bears hibernate in winter.') knowing that there are various ways in English to refer to future time (for example 'She will call you tomorrow'; 'I am going to the movies tomorrow'; 'Tomorrow I leave for Hobart')
Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts	<ul style="list-style-type: none"> observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, life-cycle diagrams, and the flow of images in picture books observing how concepts, information and relationships can be represented visually through such images as tables, maps, graphs, diagrams, and icons
Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	<ul style="list-style-type: none"> identifying (for example from reviews) the ways in which evaluative language is used to assess the qualities of the various aspects of the work in question
Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages	<ul style="list-style-type: none"> adopting a range of spelling strategies to recall and attempt to spell new words using a dictionary to correct students' own spelling

Literature

Literature and context	Elaborations
Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts	<ul style="list-style-type: none"> recognising the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events
Responding to literature	Elaborations
Analyse and evaluate similarities and differences in texts on similar topics, themes or plots	<ul style="list-style-type: none"> exploring texts on a similar topic by authors with very different styles, for example comparing fantasy quest novels or realistic novels on a specific theme, identifying differences in the use of narrator, narrative structure and voice and language style and register
Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts	<ul style="list-style-type: none"> noting how degrees of possibility are opened up through the use of modal auxiliaries (for example 'It may be a solution'; 'It could be a solution.') as well as through other resources such as adverbs (for example 'It's possibly/probably/certainly a solution. '); adjectives (for example 'It's a possible/probable/certain solution. '); and nouns (for example 'It's a possibility/probability.')
Examining literature	Elaborations
Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style	<ul style="list-style-type: none"> exploring two or more texts by the same author, drawing out the similarities, for example subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books
Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse	<ul style="list-style-type: none"> identifying how language choice and imagery build emotional connection and engagement with the story or theme describing how a character's experience expressed through a verse novel impacts on students personally, how the author controls the revelation of the experiences and how the verse story builds meaning to its climax when we understand the whole
Creating literature	Elaborations
Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways	<ul style="list-style-type: none"> creating narratives in written, spoken or multimodal/digital format for more than one specified audience, requiring adaptation of narrative elements and language features planning and creating texts that entertain, inform, inspire and/or emotionally engage familiar and less-familiar audiences
Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice	<ul style="list-style-type: none"> selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form
Literacy	
Texts in context	Elaborations
Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches	<ul style="list-style-type: none"> identifying and exploring news reports of the same event, and discuss the language choices and point of view of the writers using display advertising as a topic vehicle for close analysis of the ways images and words combine for deliberate effect including examples from the countries of Asia (for example comparing Hollywood film posters with Indian Bollywood film posters)
Interacting with others	Elaborations
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and	<ul style="list-style-type: none"> using strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions exploring personal reasons for acceptance or rejection of opinions offered and linking the reasons to the way our cultural experiences can affect our responses

opinions	<ul style="list-style-type: none"> recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information
Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	<ul style="list-style-type: none"> participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations using effective strategies for dialogue and discussion in range of familiar and new contexts, including speaking clearly and coherently and at appropriate length, acknowledging and extending the contributions of others, asking pertinent questions and answering others' questions choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as recounting an excursion to a younger class or welcoming a visitor to a school function experimenting with voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis	<ul style="list-style-type: none"> using technologies to collaboratively prepare a humorous, dynamic group view on a debatable topic, such as 'Kids should be allowed to read and view what they like,' to be presented to teachers and parents
Interpreting, analysing, evaluating	Elaborations
Analyse how text structures and language features work together to meet the purpose of a text	<ul style="list-style-type: none"> comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic
Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings	<ul style="list-style-type: none"> bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information using word identification, self-monitoring and self-correcting strategies using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating and using information identifying and using texts for a wide range of purposes, selecting texts by favourite authors and trying new ones
Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	<ul style="list-style-type: none"> making connections between the text and students' own experience or other texts making connections between information in print and images finding specific literal information using prior knowledge and textual information to make inferences and predictions asking and answering questions finding the main idea of a text summarising a text or part of a text
Analyse strategies authors use to influence readers	<ul style="list-style-type: none"> identify how authors use language to position the reader and give reasons
Creating texts	Elaborations
Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience	<ul style="list-style-type: none"> creating informative texts for two different audiences, such as a visiting academic and a Year 3 class, that explore an aspect of biodiversity using rhetorical devices, images, surprise techniques and juxtaposition of people and ideas and modal verbs and modal auxiliaries to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities
Reread and edit students' own and others' work using agreed criteria and explaining editing choices	<ul style="list-style-type: none"> editing for coherence, sequence, effective choice of vocabulary, opening devices, dialogue and description, humour and pathos, as appropriate to the task and audience

Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose	<ul style="list-style-type: none"> • using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks
Use a range of software, including word processing programs, learning new functions as required to create texts	<ul style="list-style-type: none"> • selecting and combining software functions as needed to create texts

Year 6 achievement standard

By the end of Year 6 students explore connections between their own experiences and those of characters in a variety of contexts in literature. In discussion and in writing they share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They analyse and explain how specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They listen to and respond constructively to others' opinions by offering alternative viewpoints and information. They select relevant evidence from texts to support personal responses and to develop reasoned viewpoints. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic.

Students create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences. They make considered choices in spoken and written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, complex sentence structures, cohesive links, and literary devices. They use some complex sentences to connect and develop ideas in written texts. They select specific details to sustain a point of view. They organise longer written texts by using paragraphs on particular aspects of the topic. They clarify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences and purposes. They collaborate with others to share and evaluate ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others' opinions.

Year 7

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Language

Language variation and change	Elaborations
Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating	<ul style="list-style-type: none"> exploring languages and dialects through building webcam relationships with schools across Australia and Asia investigating changes in word use and meaning over time and some of the reasons for these changes, for example the influence on spelling and vocabulary of new forms of communication like texting, emoticons and email
Language for interaction	Elaborations
Understand how accents, styles of speech and idioms express and create personal and social identities	<ul style="list-style-type: none"> building a database of local idioms and their meanings, accents and styles of speech for different contexts, exploring the possibilities of these choices in drama and role play, and discussing their connection with personal and social identities developing dialogues authentic to characters in comics, cartoons and animations
Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources	<ul style="list-style-type: none"> defending points of view in reading circle discussions responding to points of view by developing and elaborating on others' responses building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text
Text structure and organisation	Elaborations
Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors	<ul style="list-style-type: none"> learning about the structure of the book or film review and how it moves from context description to text summary and then to a text judgment

Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts	<ul style="list-style-type: none"> analysing the structure of media texts such as television news items and broadcasts and various types of newspaper and magazine articles writing structured paragraphs for use in a range of academic settings such as paragraph responses, reports and presentations
Understand the use of punctuation to support meaning in complex sentences with phrases and embedded clauses	<ul style="list-style-type: none"> discussing how qualifying statements add meaning to opinions and views in spoken texts
Expressing and developing ideas	Elaborations
Recognise and understand that embedded clauses are a common feature of sentence structures and contribute additional information to a sentence	<ul style="list-style-type: none"> identifying and experimenting with a range of clause types and discussing the effect of these in the expression and development of ideas
Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns	<ul style="list-style-type: none"> observing and discussing how a sense of certainty, probability and obligation is created in texts
Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	<ul style="list-style-type: none"> comparing choices for point of view in animations, advertisements and other persuasive texts comparing how different advertisements use visual elements to advertise the same product experimenting with digital storytelling conventions to create personal reflections on shared experiences
Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language	
Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them	

Literature

Literature and context	Elaborations
Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts	<ul style="list-style-type: none"> identifying aspects of texts that convey details of information about a particular culture, for example words, phrases, circumstances, facts building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age
Responding to literature	Elaborations
Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	<ul style="list-style-type: none"> exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex ones where the hero may be flawed establishing forums for discussing the relative merits of fiction and film texts comparing personal viewpoints on texts and justifying responses in actual and virtual discussions

Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts	<ul style="list-style-type: none"> identifying stereotypes, prejudice and oversimplifications in texts exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed
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Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage

Examining literature	Elaborations
Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches	<ul style="list-style-type: none"> analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose
Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels	<ul style="list-style-type: none"> experiencing the sound and rhythm of poetry and using metalanguage, for example 'refrain', 'chant' to discuss the layers of meaning that are created
Creating literature	Elaborations
Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition	<ul style="list-style-type: none"> using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation imagining a character's life events (for example misadventures organised retrospectively to be presented as a series of flashbacks in scripted monologue supported by single images), making a sequel or prequel or rewriting an ending creating chapters for an autobiography, short story or diary
Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour	<ul style="list-style-type: none"> experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations necessary to a new mode drawing on literature and life experiences to create a poem, for example ballad, series of haiku

Literacy

Texts in context	Elaborations
Analyse and explain the effect of technological innovations on texts, particularly media texts	<ul style="list-style-type: none"> investigating the influence on written language of communicative technologies like SMS, text, email and Twitter analysing the impact of interactive elements of digital magazines
Interacting with others	Elaborations
Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition	<ul style="list-style-type: none"> identifying, discussing and interpreting ideas and concepts that other individuals and groups value identifying key evidence supporting an argument in a discussion between two speakers
Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other	<ul style="list-style-type: none"> participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations using effective strategies for dialogue and discussion in range of formal and informal

elements, (for example music and sound) to add interest and meaning	<p>contexts, including speaking clearly and coherently and at appropriate length, clarifying and rephrasing comments of others</p> <ul style="list-style-type: none"> • choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as debating a topic with a team from another school, introducing a speaker at a school function • selecting voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement
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Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	<ul style="list-style-type: none"> • preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about perspectives different from students' own
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Interpreting, analysing, evaluating	Elaborations
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	<ul style="list-style-type: none"> • identifying the purpose and possible audience for a text • explaining the relationship between text features and structures and audience and purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying why on the basis of textual features
Use prior knowledge and text processing strategies to interpret a range of types of texts	<ul style="list-style-type: none"> • identifying cause and effect in explanations and how these are used to convince an audience of a course of action • inferring the tone and emotional intent of a character in dialogue in a narrative
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences	

Creating texts	Elaborations
Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas	<ul style="list-style-type: none"> • compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories • using appropriate textual conventions, create scripts for interviews, presentations, advertisements and radio segments • writing and delivering presentations with specific rhetorical devices to engage an audience
Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact	<ul style="list-style-type: none"> • using collaborative technologies to jointly construct and edit texts
Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	
Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts	<ul style="list-style-type: none"> • understanding conventions associated with particular kinds of software and using them appropriately, for example synthesising information and ideas in dot points and sequencing information in presentations or timing scenes in animation

Year 7 achievement standard

By the end of Year 7 students listen to, read and view a range of spoken, written and multimodal texts, analysing and comparing text structures and language features and vocabulary choices, to show how these shape meaning and influence readers. They identify and

explore representations of events, characters and settings in literary texts, and express their own responses to these representations. They interpret and explain key ideas and issues. They make inferences, drawing on textual evidence, increasing their awareness of purpose, audience and context, and their knowledge of a growing range of literary techniques. They synthesise information, ideas and viewpoints from a variety of texts to draw reasoned conclusions. They use their increasing vocabulary, and accumulated knowledge of text structures and language features, to support their interpretation and evaluation.

Students create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation. They interact with others in groups to exchange, debate and substantiate ideas and opinions. As individuals and in groups, they make oral presentations to share and promote points of view, supporting these presentations with selected evidence. They select appropriate vocabulary to show shades of meaning, feeling and opinion, to express ideas clearly and to engage and elicit a response from the audience. In expressing or challenging a point of view, they draw appropriately on personal knowledge, textual analysis, and other relevant texts they have experienced. They effectively use a variety of clause and sentence structures, paragraphing and punctuation to sustain meaning and to support the structural coherence of the text.

Year 8

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

Language

Language variation and change	Elaborations
Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return	<ul style="list-style-type: none"> exploring examples of Singlish (Singapore English) from a Singlish dictionary investigating borrowings from a range of languages into English, for example from French and Italian
Language for interaction	Elaborations
Understand how conventions of speech adopted by communities influence the identities of people in those communities	<ul style="list-style-type: none"> understanding that our use of language helps to create different identities, for example teenage groups and sportspeople have adopted particular words or ways of speaking
Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody	<ul style="list-style-type: none"> identifying and evaluating examples of how rhetorical devices reveal the dark or serious aspects of a topic in ways that cause laughter or amusement, for example by making a statement but implying/meaning the opposite (irony); exaggerating or overstating something (hyperbole); imitating or sending up something (parody), and making something appear less serious than it really is (understatement)
Text structure and organisation	Elaborations
Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication	<ul style="list-style-type: none"> discussing how particular perspectives of the same event are portrayed through the combination of images and words in various media texts
Understand how cohesion in texts is improved by strengthening the internal	<ul style="list-style-type: none"> writing paragraphs of extended length that explain and substantiate a particular personal viewpoint

structure of paragraphs through the use of examples, quotations and substantiation of claims

Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives	<ul style="list-style-type: none"> interpreting complex sentence structures through reading aloud literary texts such as sonnets or plays using cohesive devices when writing complex texts
Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts	<ul style="list-style-type: none"> creating dialogue in drama showing interruptions, asides and pauses for effect
Expressing and developing ideas	Elaborations
Analyse and examine how effective authors control and use a variety of clause structures, including embedded clauses	<ul style="list-style-type: none"> evaluating how speechmakers manipulate audiences through specific language features such as rhetorical devices, accumulation, pace and tone
Understand the effect of nominalisation in the writing of informative and persuasive texts	<ul style="list-style-type: none"> analysing formal and persuasive texts to identify and explain language choices such as nominalisation
Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning	<ul style="list-style-type: none"> comprehending a series of static images and combinations of language and images in a picture book, for example title, setting, characters, actions, as well as technical elements including position, size, colour, angle, framing, point of view analysing the relationship between visual elements and text in non-fiction texts such as documentaries, television news, online newspapers and digital magazines
Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts	<ul style="list-style-type: none"> experimenting with vocabulary choices in a range of written and spoken texts and assessing the different effects these choices generate
Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations	

Literature

Literature and context	Elaborations
Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups	<ul style="list-style-type: none"> investigating texts about Aboriginal and Torres Strait Islander history from different sources and explaining differing viewpoints comparing attitudes and ideas in texts drawn from contexts that are different to students' own
Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors	<ul style="list-style-type: none"> selecting an aspect of a text and adapting it for a new context explaining how individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions
Responding to literature	Elaborations
Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts	<ul style="list-style-type: none"> discussing the relative merits of literary texts and comparing and evaluating personal viewpoints on texts
Understand and explain how combinations of words and images in texts are used to	<ul style="list-style-type: none"> recognising the similarities and differences between text types (for example a complex picture book and a feature film) in order to appraise how readers are influenced to interpret visual texts in particular ways, according to audience, purpose and context

represent particular groups in society, and how texts position readers in relation to those groups

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts	<ul style="list-style-type: none"> analysing arguments for and against a particular issue in current community debates and justifying a personal stance
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Examining literature	Elaborations
Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities	<ul style="list-style-type: none"> exploring how some writers use terse and relatively simple language choices while others use more elaborate and complex syntax examining the language patterns, including sentence patterns, in a range of short texts and discussing the effect on readers' interpretation of these choices writing or speaking about a literary text and outlining the impact of the text on a listener, viewer or reader, for example in a journal in which students reflect on their personal responses and on how language and structural features in the text contribute to its impact discussing, debating and assessing remakes of literary texts and their effectiveness and purpose discussing, debating and assessing book or film series, sequels, prequels, fan fiction sites, tie-in publications or merchandise
Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts	<ul style="list-style-type: none"> understanding that tone (serious, bitter, sincere, amused) indicates attitude to the subject and to readers/listeners, who can identify or judge tone through past experience and language clues in the text
Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays	<ul style="list-style-type: none"> identifying and describing the ways films suggest place and identity through language features such as image, soundtrack and narrative control
Creating literature	Elaborations
Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects	<ul style="list-style-type: none"> creating literary interpretations of short stories based on understanding and analysis of their context, narrative structure (including the twist at the end), layers of meaning, themes, point of view and style combining visual and digital elements to create layers of meaning for serious and humorous purposes
Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts	<ul style="list-style-type: none"> creating and performing scripts for short plays that make use of the affordances of visual, verbal and additional modes (for example music) to create atmosphere, to deepen interpretation of verbal meaning and to enhance the drama of a performance

Literacy

Texts in context	Elaborations
Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication	<ul style="list-style-type: none"> identifying and explaining how mobile technologies are influencing language uses and structures analysing the ways that identity may be created in digital contexts identifying how meanings or words change or shift depending on context, for example the word 'cool' is used to describe temperature or to express approval when used in informal contexts
Interacting with others	Elaborations
Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives	<ul style="list-style-type: none"> exploring values in texts that are explained in terms of other values, for example the relationship between beautiful and good, or good and happiness

Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	<ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas • choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification, to meet perceived audience needs • selecting voice effects, such as tone, volume, pitch and pace, with particular attention to the effects these may have on audience reaction and acceptance of the ideas presented
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints	<ul style="list-style-type: none"> • creating texts that express views and values other than students' own • researching subject matter on social issues and/or relationships and presenting ideas in particular ways to appeal to different audiences
Interpreting, analysing, evaluating	Elaborations
Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text	<ul style="list-style-type: none"> • evaluating an author's use of particular textual structures and language features in achieving the representation of a point of view • making assertions about the sufficiency and adequacy of information or evidence and the credibility of sources • exploring texts that attempt to solve moral problems in a particular way, for example by consideration of consequences or rights/duties, and by identifying strengths as well as problems that arise from this approach
Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	<ul style="list-style-type: none"> • identifying the meaning of a wide range of words, including technical and literary language in various contexts • using print and digital/online thesauruses and dictionaries of synonyms, antonyms and homonyms and subject-specific dictionaries
Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view	<ul style="list-style-type: none"> • reflecting on content by connecting and comparing information found in a text to knowledge sourced elsewhere • determining and applying criteria for evaluating the credibility of a website • explaining whether the author conveys meaning adequately, particularly in distinguishing fact from opinion
Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener	<ul style="list-style-type: none"> • comparing representations of different social groups in texts drawn from different contexts, for example comparing contemporary representations of homeless people with romantic representations of the swagman
Creating texts	Elaborations
Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	<ul style="list-style-type: none"> • integrating multimodal approaches within a spoken presentation to purposefully develop meaning for a given audience • selecting vocabulary to influence meaning and to position and persuade the audience, for example adjusting language to show or acknowledge power
Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts	<ul style="list-style-type: none"> • experimenting with text structures and language features, for example paragraph order and content, language choices or mode of delivery, to refine and clarify ideas and to improve text effectiveness • combining verbal, visual and sound elements in imaginative multimodal texts • ordering paragraphs to best support and sustain an argument and to organise and convey information clearly
Use a range of software, including word processing programs, to create, edit and publish texts imaginatively	

Year 8 achievement standard

By the end of Year 8 students listen to, read and view a range of spoken, written and multimodal texts interpreting key information, concepts and issues, and evaluating the effectiveness of language choices used to influence readers, viewers and listeners. They summarise and synthesise the main ideas and viewpoints in texts and evaluate the supporting evidence. They support their own opinions with specific textual evidence, and evaluate evidence used by others. They explain ways in which different groups in society are represented in literary, persuasive and informative texts drawn from a range of social and historical contexts. They compare and describe text structures and language features in texts, and explain how these are designed for a variety of purposes and audiences.

Students create sustained and coherent written, spoken and multimodal texts in a variety of forms to explore significant ideas, report events, express opinions, and respond to others' views. They interact confidently with others in a variety of contexts and deliver presentations to report researched information, share opinions, debate issues, present imaginative interpretations, and evaluate differing perspectives. They select elements from different literary genres to create informative, imaginative and persuasive texts. In constructing texts, they take into account intended purposes, the needs and interests of audiences, selecting vocabulary and appropriate text structures and language features to clarify intended meanings and to create specific effects. They select language devices to build cohesion in texts, clearly showing connections between ideas and information.

Year 9

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Language

Language variation and change	Elaborations
Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing	<ul style="list-style-type: none"> identifying some of the changes in the grammar of English over time, for example from thee and thou to you exploring examples of 'Globish' English
Language for interaction	Elaborations
Understand that roles and relationships are developed and challenged through language and interpersonal skills	<ul style="list-style-type: none"> identifying the various communities to which students belong and how language reinforces membership of these communities (the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups, the interaction patterns of the classroom, the commonalities in migrant and cultural groups)
Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor	<ul style="list-style-type: none"> comparing texts that use evaluative language in different ways – print advertisements, editorials, talkback radio and poetry – and identifying wordings that appraise things indirectly, through evocative language, similes and metaphors that direct the views of the readers in particular ways
Text structure and organisation	Elaborations
Understand that authors innovate with text structures and language for specific purposes and effects	<ul style="list-style-type: none"> experimenting with ways to present personal viewpoints through with innovating with texts
Compare and contrast the use of cohesive	<ul style="list-style-type: none"> sequencing and developing an argument using basic language structures that suggest

devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas	conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if'... 'then')
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Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes	<ul style="list-style-type: none"> experimenting with the use of colons and semicolons in expositions and other extended writing to improve precision and clarity of expression investigating instances of colons and semicolons in expository texts and discuss their uses in elaborating on and clarifying ideas in complex sentences
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Expressing and developing ideas	Elaborations
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Explain how authors experiment with the structures of sentences and clauses to create particular effects	<ul style="list-style-type: none"> identifying and analysing aspects of rhetoric in speeches drawn from contemporary and earlier contexts and students creating speeches of their own
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Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text	<ul style="list-style-type: none"> exploring sections of academic and technical texts and analysing the use of abstract nouns to compact and distil information, structure argument and summarise preceding explanations
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Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning	<ul style="list-style-type: none"> investigating the use of symbols, for example the flag, the digger's hat and the Southern Cross in images, films and picture books, and evaluating their contribution to a viewers' understanding of issues, for example national identity, recognising that visual and verbal symbols have different meanings for different groups
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Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	<ul style="list-style-type: none"> comparing and contrasting vocabulary choices in informative and narrative texts, considering how they are used to create precise information, abstract ideas and/or stylistic interpretations of texts identifying examples of acronyms, abbreviations and proprietary words which are used creatively in texts
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Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech

Literature

Literature and context	Elaborations
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Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts	<ul style="list-style-type: none"> exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students' own reviewing historical fiction or nonfiction written by and about the peoples of Asia analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues
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Responding to literature	Elaborations
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Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text	<ul style="list-style-type: none"> interrogating and making judgments about a text, comparing others' ideas against the student's own and reaching an independent decision or shared consensus about the interpretations and ideas expressed
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Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context	<ul style="list-style-type: none"> reflecting on and discussing responses to literature including plot events, setting details, characterisation, themes, structure and language devices used to achieve particular effects, and collaboratively formulating a list of factors that characterise merit discussing, debating and evaluating the cinematic qualities and success of a film or new versions of a film
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	<ul style="list-style-type: none"> exploring the ways that context has shaped the representation of particular cultures, such as through the analysis of differing viewpoints in texts about different cultures or by comparing the ways texts from different periods reveal differences in viewpoints (for example differences in the portrayal of migrants in traditional and more contemporary literature)
Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	<ul style="list-style-type: none"> establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts

Examining literature	Elaborations
Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style	<ul style="list-style-type: none"> comparing texts created by the same author to determine literary style, assessing its appeal and presenting this comparison to others examining how different authors make use of devices like myth, icons and imagery and evaluating the effect of these choices on audiences
Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes	<ul style="list-style-type: none"> identifying examples of language devices in a range of poems, ballads or poetic extracts, and considering how their use adds to meaning and may also influence the emotional responses of listeners or readers, in varying ways exploring how language devices look or sound in written or spoken texts, how they can be identified, purposes they serve and what effect they might have on how the audience responds taking a particular area of study, a topic or theme and examining how different authors make use of devices like myth, icons and imagery in their work
Analyse text structures and language features of literary texts, and make relevant comparisons with other texts	<ul style="list-style-type: none"> evaluating the effect on readers of text structures and language features of a literary text and comparing these with other texts by comparing texts, writing or speaking about how well the author constructed the opening and closing sections of the text and used 'hooks' to keep the reader/viewer/listener engaged and reading on/watching/listening to the end

Creating literature	Elaborations
Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation	
Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and comedy, pun and hyperlink	<ul style="list-style-type: none"> making language choices and choosing particular language devices to achieve intended effects, for example building in a surprise or twist in the ending of a short story or final scene of a film taking an existing short story, poem, play or speech in print form and creating a short visual text which is accompanied by a sound track containing music and sound effects, and which is intended to amuse audiences who are familiar with the original text creating written interpretations of traditional and contemporary literature which employs devices like metaphor, symbol, allegory and myth, and evaluating the contribution of these devices to the interpretation of the text creating written interpretations of traditional and contemporary poetry (for example sonnets and contemporary song lyrics) focusing on their use of symbol, myth, icons and imagery

Literacy

Texts in context	Elaborations
Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives	<ul style="list-style-type: none"> comparing perspectives represented in texts from different times and places, including texts drawn from popular culture identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts)

and other texts

- reflecting on the notion that all texts build on a body of prior texts in a culture
- analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts, for example comparing and analysing perspectives about an Aboriginal and Torres Strait Islander issue reported in commercial media compared to public and Aboriginal and Torres Strait Islander media
- analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations

Interacting with others	Elaborations
Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways	<ul style="list-style-type: none"> • comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations • identifying and commenting on omissions of information in different texts • exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives • understanding the role of intonation, pausing, combinations of clause and rhythm in spoken language and of punctuation
Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects	<ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue • choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification to meet the perceived audience needs • selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes	<ul style="list-style-type: none"> • using graphics and text animations to accompany spoken text, for example presenting a news item suitable for a current affairs program that aligns image to spoken text, or establishing humour by creating a disjunct between sound, image and spoken text
Interpreting, analysing, evaluating	Elaborations
Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	<ul style="list-style-type: none"> • debating the reliability of the coverage in a range of news media of a contentious issue such as commercial logging of old growth forests • evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time • constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue • identifying whether two texts may share a common purpose or audience, for example a feature article on a particular website or in a particular newspaper • analysing how issues are debated and reported in the media in different countries, and the possible reasons for this, for example 'whaling' in Japan and Australia • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples
Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension	<ul style="list-style-type: none"> • predicting meanings of unfamiliar words by using morphographic patterns
Use comprehension strategies to interpret	<ul style="list-style-type: none"> • evaluating techniques used to construct plot and create emotional responses, for

and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts	example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time
Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts	<ul style="list-style-type: none"> identifying or commenting on the author's approaches and use of techniques, design, form and style
Creating texts	Elaborations
Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features	<ul style="list-style-type: none"> presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such as the importance of maintaining balance in the biosphere creating imaginative texts with main ideas developed through the interconnections of plot, settings, characters, the changing of chronological order, foreshadowing in written, spoken and digital texts creating informative and argumentative texts with explanations, details and evidence following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument
Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features	<ul style="list-style-type: none"> checking for run on sentences, eliminating unnecessary detail or repetition, and providing clear introductory and concluding paragraphs
Use a range of software, including word processing programs, flexibly and imaginatively to publish texts	<ul style="list-style-type: none"> applying word processing functions, for example outlining, standard styles and indexing

Year 9 achievement standard

By the end of Year 9 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts. They infer meaning by interpreting and integrating ideas and information from different parts of texts. They draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. They interpret and critically evaluate the use of visual and non-verbal forms of language used to establish relationships with different audiences. They identify and explain how text structures and language features of texts, including literary techniques, are designed to appeal to audiences. They compare, contrast and evaluate their own responses to texts and different interpretations presented by others.

Students create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts for specified purposes. They use a variety of strategies to participate effectively in conversations, discussions and debates, to ask questions to clarify meaning, and to express their own ideas and viewpoints. They collaborate and negotiate with others to solve problems, and to deliver planned, multimodal presentations. They connect and organise ideas and information in logically sequenced texts. They use a variety of text structures and language features for particular purposes and effects. They select relevant subject matter to advance arguments logically and to persuade others. They make vocabulary choices that contribute effectively to the precision and persuasiveness of texts. They use a variety of appropriate punctuation to support meaning in complex sentences.

Year 10

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Language

Language variation and change	Elaborations
Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve	<ul style="list-style-type: none"> investigating differences between spoken and written English by comparing the language of conversation and interviews with the written language of print texts experimenting with and incorporating new words and creative inventions in students' own written and spoken texts understanding how and why spelling became standardised and how conventions have changed over time and continue to change through common usage, the invention of new words and creative combinations of existing words
Language for interaction	Elaborations
Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people	<ul style="list-style-type: none"> identifying language that seeks to align the listener or reader (for example 'of course', 'obviously', 'as you can imagine') identifying the use of first person (I, we) and second person pronouns (you) to distance or involve the audience, for example in a speech made to a local cultural community identifying references to shared assumptions identifying appeals to shared cultural knowledge, values and beliefs reflecting on experiences of when language includes, distances or marginalises others creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)
Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication	<ul style="list-style-type: none"> considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others interpreting texts by drawing on knowledge of the historical context in which texts were

created	
Text structure and organisation	Elaborations
Compare the purposes, text structures and language features of traditional and contemporary texts in different media	<ul style="list-style-type: none"> reproducing and adapting existing print texts for an online environment and explaining the reasons for the adaptations (for example accounting for the navigation and use of hyperlinks as structuring principles in hypertext narratives) investigating the structure and language of similar text types like information reports and narratives and how these are influenced by different technological affordances (for example hyperlinks as structuring principles in hypertext narratives versus linear text sequencing principles in print narratives)
Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects	<ul style="list-style-type: none"> analysing and experimenting with combinations of graphics, text and sound in the production of multimodal texts such as documentaries, media reports, online magazines and digital books
Understand conventions for citing others, and how to reference these in different ways	<ul style="list-style-type: none"> understanding who to cite in essays, reviews and academic assignments and when it is appropriate to use direct quotations or to report sources more generally recognising how the crafting of sentences is an act of creative design involving choice from a wide repertoire of resources, for example analysing how characterisation is created through syntactical variation in a character's speech or interior monologue
Expressing and developing ideas	Elaborations
Analyse and evaluate the effectiveness of a wide range of clause and sentence structures as authors design and craft texts	<ul style="list-style-type: none"> recognising how emphasis in sentences can be changed by re-ordering clauses recognising how the focus of a sentence can be changed through the use of the passive voice
Understand how higher order concepts are developed in complex texts through language features including nominalisation, apposition and embedding of clauses	<ul style="list-style-type: none"> analysing qualifying statements in arguments, discussions and points of view
Evaluate the impact on audiences of different choices in the representation of still and moving images	<ul style="list-style-type: none"> experimenting with aspects of visual texts to establish different nuances, for example evaluating the impact of the movement of camera or light in moving images
Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences	<ul style="list-style-type: none"> creating texts that demand complex processes of responding, for example the inclusion of symbolism in advertising, foreshadowing in documentary and irony in humorous texts
Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots	

Literature

Literature and context	Elaborations
Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts	<ul style="list-style-type: none"> investigating and analysing the ways cultural stories may be retold and adapted across a range of contexts such as the 'Cinderella' story and the 'anti-hero' imaginatively adapting texts from an earlier time or different social context for a new audience exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students' own
Responding to literature	Elaborations
Reflect on, extend, endorse or refute others' interpretations of and responses to literature	<ul style="list-style-type: none"> determining, through debate, whether a text possesses universal qualities and remains relevant presenting arguments based on close textual analysis to support an interpretation of a

	<p>text, for example writing an essay or creating a set of director's notes</p> <ul style="list-style-type: none"> • creating personal reading lists in a variety of genres and explain why the texts qualify for inclusion on a particular list • reflecting upon and asking questions about interpretations of texts relevant to a student's cultural background
Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response	<ul style="list-style-type: none"> • looking at a range of texts to consider how the use of a structural device, for example a female narrator, may influence female readers/viewers/listeners to respond sympathetically to an event or issue
Evaluate the social, moral and ethical positions represented in texts	<ul style="list-style-type: none"> • identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue
Examining literature	Elaborations
Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text	<ul style="list-style-type: none"> • looking at a range of short poems, a short story, or extracts from a novel or film to find and discuss examples of how language devices layer meaning and influence the responses of listeners, viewers or readers
Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses	<ul style="list-style-type: none"> • creating extended written responses to literary texts, making reference to varying points of view about the issues raised
Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts	<ul style="list-style-type: none"> • using terms associated with literary text analysis (for example narrative, characters, poetry, figurative language, symbolism, soundtrack) when evaluating aspects that are valued and that contain aesthetic qualities • writing or speaking about how effectively the author constructed the text and engaged and sustained the reader's/viewer's/listener's personal interest
Creating literature	Elaborations
Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts	<ul style="list-style-type: none"> • creating texts which draw on students' experience of other texts and which have a personal aesthetic appeal • reflect on the authors who have influenced students' own aesthetic style and evaluate their impact
Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience	<ul style="list-style-type: none"> • creating a range of students' own spoken, written or multimodal texts, experimenting with and manipulating language devices for particular audiences, purposes and contexts • using humour and drama as devices to entertain, inform and persuade listeners, viewers and readers
Create imaginative texts that make relevant thematic and intertextual connections with other texts	<ul style="list-style-type: none"> • creating texts that refer to themes or make particular connections to texts, for example writing crime fiction or romance short stories

Literacy

Texts in context	Elaborations
Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices	<ul style="list-style-type: none"> • considering ethical positions across more than one culture as represented in text and consider the similarities and differences • questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations • identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons

- identifying and evaluating poetic, lyrical language in the depiction of people, culture, places, events, things and concepts in texts
- analysing the ways socio-cultural values, attitudes and beliefs are presented in texts by comparing the ways news is reported in commercial media and Aboriginal and Torres Strait Islander media

Interacting with others	Elaborations
Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage	<ul style="list-style-type: none"> • identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes • identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons • applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts • selecting subject matter and language to position readers to accept representations of people, events, ideas and information
Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences	<ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, activating prior knowledge to assess the credibility of a speaker's assertions, and summarising alternative views on an issue • choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language devices such as evaluative language, cause and effect, anecdotes and humour for particular effects • adapting voice effects, such as tone, volume, pitch, pauses and change of pace, for their specific effects such as putting forward a point of view or attempting to persuade an audience to a course of action
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action	<ul style="list-style-type: none"> • using assumptions about listeners, viewers and readers to try to position them to accept a particular point of view
Interpreting, analysing, evaluating	Elaborations
Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences	<ul style="list-style-type: none"> • skim reading sections of a persuasive text to identify the main contention, key arguments in linked paragraphs and supporting evidence in order to locate points for building rebuttal or counter argument
Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts	<ul style="list-style-type: none"> • assessing the impact of hyperlinked text in a website's navigation • using appropriate metalanguage associated with digital technologies to analyse reading pathways on websites
Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence	<ul style="list-style-type: none"> • identifying the meaning of an increasing range of subtle vocabulary, for example inferring the different connotations of words in advertising texts from other cultures
Creating texts	Elaborations
Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues	<ul style="list-style-type: none"> • presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument • creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied

	<ul style="list-style-type: none"> exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia
Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects	<ul style="list-style-type: none"> reflecting on, critiquing and refining students' own texts prior to publishing for an authentic audience, such as uploading a movie to a website, contributing to an anthology, writing texts appropriate for the workplace, or delivering a presentation
Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user	<ul style="list-style-type: none"> designing a webpage that combines navigation, text, sound and moving and still images for a specific audience

Year 10 achievement standard

By the end of Year 10 students listen to, read and view a range of spoken, written and multimodal texts, identifying and explaining values, attitudes and assumptions. They select appropriate textual evidence to support interpretations, recognising what is stated explicitly in the text and what is implied. They compare and contrast structural features and key ideas in oral, visual and written texts, and synthesise information from various sources to reach considered conclusions. They analyse and debate others' interpretations, and evaluate the evidence used to support these interpretations. They offer reasoned explanations of the varied impact and influence of language choices in oral and written texts on audience responses. They identify and evaluate strategies used by speakers to respond to and influence audience expectations.

Students create a wide range of coherent and sustained written, spoken and multimodal texts to articulate complex ideas and to explore social issues of global and local concern. They engage in discussions that build on others' ideas, solve problems, justify opinions and develop and expand arguments in novel ways. They choose appropriate language to establish relationships with different audiences in a variety of contexts. They take into account the demands of purpose and audience in constructing imaginative texts and cohesive and logical arguments that address different viewpoints, attitudes and perspectives. In constructing longer spoken, visual and written texts, they logically sequence and organise content to manage the flow of information and ideas, to engage audiences and generate aesthetic and emotional appeal. Students vary vocabulary choices and sentence structures for impact, and correctly use appropriate punctuation when creating complex sentences and complex texts for formal purposes.

**adjectival clause**

a dependent clause that provides additional information about a noun or pronoun in an independent clause. It begins with either a relative pronoun or relative adverb. 'Who', 'whom', 'whose', 'which' and 'that' are relative pronouns. 'Where', 'when' and 'why' are relative adverbs

adverbial

a word or group of words in a sentence that provides more information about the verb. Adverbials can be adverbs, adverbial phrases or prepositional phrases eg 'tentatively' in 'They opened the letter tentatively.' or '...on the beach' in 'The dog was running on the beach.'

aesthetic

relates to a sense of beauty or an appreciation of artistic expression. The selection of texts that are recognised as having aesthetic or artistic value is an important focus of the literature strand

alliteration

the recurrence of the same consonant sounds at the beginning of words in close succession, for example ripe, red raspberry

antonym

a word opposed in meaning to another word

apposition

when a noun group immediately follows a noun and the point of reference is the same, they are said to be in apposition, for example 'Canberra, the capital of Australia, ...'

appreciation

the act of discerning quality, value and effect of language forms, features and structures of texts

audience

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

author

the composer or originator of a work eg a novel, film, website, speech, essay, autobiography

ballad

a poem that tells a story. The ballad is commonly characterised by action and often incorporates dialogue for dramatic effect. Usually it is written in a popular metre, has a definite rhyming pattern and makes use of repetition

camera angle

the angle at which the camera is pointed at the subject. Vertical angle can be low, level or high. Horizontal angle can be oblique (side on) or frontal

camera shot

a sequence of film taken without stopping or cutting. The shot can be close up, mid or distance

clause

a basic grammatical unit for creating a message. A defining feature of the clause is the presence of a verb. A clause creates a message through the combination of a subject (the thing being identified for comment) and its predicate (the comment about the subject which contains a finite verb). There are different kinds of clauses. An independent clause makes sense and can stand alone. A dependent clause cannot stand alone and needs to be combined with an independent clause to make complete sense. The clause is the basic grammatical unit of the sentence

cohesion

grammatical and/or lexical relationships that connect different elements of a text, for example pronoun reference, conjunctions (or text connectives), lexical cohesion and ellipsis. Cohesion is a key contributor to the coherence of any text

collocation

those words that commonly occur in close association with one another, for example cinema, movie, 3D, surround sound

colon

a punctuation convention used to separate a general statement from one or more statements that provide additional information, explanation or illustration. The statements that follow the colon do not have to be complete sentences

complex sentence

contains an independent (or main) clause and one or more dependent (or subordinate) clauses. The dependent clause is joined to the independent clause through subordinating conjunctions like 'when', 'while', and 'before'. A complex sentence will not make sense without an independent clause. In the following example, the dependent clause is underlined and the conjunction is in bold: ' **When** the sun came out , we all went outside.'

compound sentence

a sentence consisting of two or more independent (main) clauses joined by co-ordinating conjunctions like 'and', 'or' 'but' and 'so'. Each clause is coordinated or linked so as to give each one equal status as a message. In the following example, the co-ordinating conjunction is underlined and verbs are highlighted: 'The sun **emerged** and we all **went** outside'.

comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include:

- activating and using prior knowledge
- identifying literal information explicitly stated in the text
- making inferences based on information in the text and their own prior knowledge
- predicting likely future events in a text
- visualising by creating mental images of elements in a text
- summarising and organising information from a text
- integrating ideas and information in texts
- critically reflecting on content, structure, language and images used to construct meaning in a text

concepts about print

concepts about how English print works. They include information about where to start reading and how the print travels from left to right across the page. Concepts about print are essential for beginning reading

conjunction

a word that joins other words, phrases or clauses together in logical relationships of addition, time, cause or comparison. There are two major types of conjunctions for linking messages: coordinating conjunctions and subordinating conjunctions

context

a term referring to the environment in which a text is responded to or produced. Context can include the general social, historical and cultural conditions in which a text is responded to and produced (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning

conventions

accepted language practices that have developed over time and are generally used and understood, for example punctuation

coordinating conjunctions

words that link phrases and clauses in such a way that the elements have equal status in meaning. They include conjunctions like 'and', 'or', 'either/neither', 'but', 'so' and 'then'

Create

develop and/or produce spoken, written or multimodal texts in print or digital forms

creating

creating refers to the development and/or production of spoken, written or multimodal texts in print or digital forms

decoding

the process of working out the meaning of words in a text. In decoding, readers draw on contextual, vocabulary, grammatical and phonic knowledge. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error, and self-correct

dependent clause

a clause that cannot make complete sense on its own. It needs to be combined with an independent clause to form a complete sentence. The dependent clause can be introduced by a finite verb like 'goes' in the following sentence:

'When the sun goes down,

I shall eat my dinner.' But it can also be introduced by non-finite verbs, as in 'going' in the following sentence: 'From 1966 to 2001 the total population decreased, going from 11,800 down to 11,077'

design

the way particular elements are selected and used in the process of text construction for particular purposes. These elements might be linguistic (words); visual (images); audio (sounds); gestural (body language); spatial (arrangement on the page, screen or 3D); or multimodal (a combination of more than one)

digital texts

audio, visual or multimodal texts produced through digital or electronic technology which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature

digraph

two letters that represent a single sound. Vowel digraphs are two vowels ('oo', 'ea'). Consonant digraphs have two consonants ('sh', 'th'). Vowel/consonant digraphs have one vowel and one consonant ('er', 'ow')

directionality

the direction in which English print is read. Early readers need to learn where to start reading and in which direction the print travels

e-literature

the electronic publication of literature [literary texts] utilising the multimedia capabilities of digital technologies to create rich interactive, and possibly non-linear texts, through the convergence of written text [print] with movement, visual, audio, and spatial modes of communication. It may include hypertext fiction, computer art installations, kinetic poetry and collaborative writing projects allowing readers to contribute to a work. E-literature also includes augmented texts where print meanings are enhanced through digital images and/or sound and literature that is reconstituted from print texts (for example online versions of *The Little Prince* or *Alice in Wonderland*)

ellipsis

- is the omission of words that repeat what has gone before; these terms are simply understood eg 'The project will be innovative. To be involved will be exciting'. Ellipsed in the second sentence : **in the project**
- can work through a related resource called substitution, where a word like 'one' is substituted for a noun or noun group, as in 'There are lots of apples in the bowl and I want one (of them)'.
- ellipsis is a cohesive resource that binds text together especially in dialogue
- as a punctuation convention, an ellipsis can be indicated by the use of three dots. This form of punctuation (also known as points of ellipsis) can be used to indicate surprise or suspense in a narrative text or that there is more to come in an on-screen menu

etymological knowledge

knowledge of the origins and development of the form and meanings of words and how the meanings and forms have changed over time

evaluative language

positive or negative language that judges the worth of something. It includes language for expressing feelings and opinions, for making judgments about aspects of people such as their behaviour and for assessing the quality of objects such as literary works

figurative language

words or phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (eg simile, metaphor, personification)

framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

genre

the categories into which literary texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (detective fiction, romance, science fiction, fantasy fiction), form and structure (poetry, novels, short stories)

grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

graphophonic knowledge

the knowledge of how letters in printed English relate to the sounds of the language

handwriting

the production of legible, correctly formed letters by hand or with the assistance of writing tools eg pencil grip, or assistive technology

Note: The Australian Curriculum: English specifies that students will be taught to handwrite fluently and legibly using correct letter formation at each year from Foundation to Year 7. The curriculum does not specify a recommended style of handwriting. State and territory education authorities will identify the style of writing to be taught in schools. Some students with special education needs may have limited or no ability to develop handwriting skills. Appropriate adjustments for individual students, including technologies, can be made for these students.

high frequency sight words

the most common words used in written English text. They are sometimes called 'irregular words' or 'sight words'. Many common or 'high-frequency' words in English are not able to be decoded using sound-letter correspondence because they don't use regular or common letter patterns. These words need to be learnt by sight eg 'come', 'was', 'were', 'one', 'they', 'watch', 'many'.

homophone

A word identical in pronunciation with another but different in meaning for example 'bear' and 'bear'; or 'air' and 'heir'

hybrid texts

composite texts resulting from a mixing of elements from different sources or genres (for example info-tainment). Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print

idiomatic expressions

a group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit for example 'I am over the moon', 'on thin ice, a 'fish out of water' or 'fed up to the back teeth'

independent clause

a clause that makes sense on its own whereas a dependent clause needs to be added to an independent clause for the sentence to make sense

inference

the process of drawing conclusions based on evidence in a text

intertextuality

the associations or connections between one text and other texts. Intertextual references can be more or less explicit and self-conscious. They can take the form of direct quotation, parody, allusion or structural borrowing

juxtaposition

the placement of two or more ideas, characters, actions, settings, phrases, or words side-by-side for a particular purpose for example to highlight contrast or for rhetorical effect

language features

the features of language that support meaning, eg sentence structure, vocabulary, illustrations, diagrams, graphics, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production

language patterns

the arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity (for example the repeated use of verbs at the beginning of each step in a recipe or the repetition of a chorus after each verse in a song). The patterns may alternate (for example the call and response pattern of some games or the to and fro of a dialogue). The language patterns of a text contribute to its overall organisation and coherence

layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

lexical cohesion

the use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related such as by class and subclass

linking devices

devices that link words, phrases and sentences, often used interchangeably with conjunctions or text connectives

listen

use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

literary features

See stylistic features

media texts

include spoken, print, graphic and electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English can be found in newspapers, magazines, and on television, film, radio, computer software and the internet

medium

the resources used in the production of texts including the tools and materials used (for example the digital text and the computer, writing and the pen or the typewriter)

metalanguage

a language used to discuss language conventions and use

metaphor

a resemblance between one thing and another is declared by suggesting that one thing is another; for example, 'my fingers are ice'. Metaphors are common in spoken and written language and visual metaphors are common in still images like advertisements and in moving images like feature films

metonymy

the use of the name of one thing or attribute of something to represent something larger or related, for example using the word 'crown' to represent a monarch of a country, referring to a place for an event as in, 'Chernobyl' when referring to changed attitudes to nuclear power or a time for an event as in '9/11' when referring to changed global relations

modal verb

an auxiliary verb that expresses a degree of probability attached by a speaker to a statement ('I might come home') or a degree of obligation ('You must give it to me')

modality

aspects of language that suggest a particular angle on events, a speaker or writer's assessment of possibility, probability, obligation and conditionality. It is expressed linguistically in choices for modal verbs (for example can, may, must, should), modal adverbs (for example possibly, probably, certainly) and modal nouns (possibility, probability, certainty)

modes

refer to the various processes of communication – listening, speaking, reading/viewing and writing/creating. It is also used to refer to the semiotic (meaning making) resources associated with these communicative processes – sound, print, image, gesture, etc.

morpheme

the smallest unit of meaning in language. Morphemes are not exactly the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes; 'cat' for the animal, and 's' to indicate that there is more than one. Similarly 'like' has one morpheme, while 'dislike' has two, 'like' to describe appreciation and 'dis' to indicate a negative. Morphemes are very useful in helping students work out how to read and spell words

morphemic knowledge

knowledge of morphemes and their different forms and combinations; for example the word 'unfriendly' is formed from the stem word 'friend' and the adjective-forming suffix 'ly' and the negative prefix 'un'

multimodal texts

in English, the modes of language are reading, viewing, writing, creating, speaking and listening. Multimodal texts are those that combine these processes, for example, print text, visual images and spoken word as in film or computer presentation

narrative

a story of events or experiences – real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated)

narrative point-of-view

the ways a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens

neologism

the creation of a new word or expression

nominalisation

a process for transforming action-based statements (in verbs) into things or concepts (in nouns); for example react becomes reaction, long becomes length, depart becomes departure, argue becomes argument. Nominalisation is a way of making a text more compact and is often a feature of texts that contains abstract ideas and concepts

noun groups

a group of words building on a noun. Noun groups usually consist of an article (the, a, an) plus one or more adjectives. They can also include demonstratives (eg this, those), possessives (eg 'my', 'Ann's'), quantifiers (eg 'two', 'several'), classifiers (eg 'wooden') before the head noun. These are called pre-modifiers. After the noun, we can find phrases and clauses as post-modifiers following the head noun (eg 'the girl with the red shirt who was playing soccer'). Noun groups are an important language resource for building up descriptions

onset and rime

the separate sounds in a syllable or in a one-syllable word. In 'cat' the onset is /c/ and the rime is /at/, in shop the onset is /sh/ and the rime is /op/. Word families can be constructed using common onsets such as /t/ in top, town, tar, tap, or common rimes such as /at/ in cat, pat, sat, rat. These are very useful for teaching spelling

patterns of language

See Language patterns

personification

the description of an inanimate object as though it were a person or living thing

phoneme

the smallest unit of sound in a word. The word 'is' has two phonemes /i/ and /s/. The word 'ship' has three phonemes /sh/, /i/, /p/

phonics

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

phonological awareness

a broad concept that relates to the sounds of spoken language. It includes understandings about words, rhyme, syllables and onset and rime. NOTE: the term 'sound' relates to the sound we make when we say a letter or word, not to the letter in print. A letter may have more than one sound, such as the letter 'a' in 'was', 'can' or 'father', and a sound can be represented by more than one letter such as the sound /k/ in 'cat' and 'walk'. The word 'ship' had three sounds /sh/, /i/, /p/, but has four letters 's', 'h', 'i', 'p'. Teachers should use the terms 'sound' and 'letter' accurately to help students clearly distinguish between the two items

phonological knowledge

information about the sounds of language and letter-sound relationships (when comprehending a text), eg single sounds, blends

phrase

a group of two or more words that acts as a unit of meaning in a sentence. Phrases do not contain finite verbs

poetic devices

particular patterns and techniques of language used in poems to create particular effects

Point of view

point of view refers to the viewpoint of an author, audience or characters in a text

predictable text

texts that are easily navigated and read by beginning readers because they contain highly regular features such as familiar subject matter, a high degree of repetition, consistent placement of text and illustrations, simple sentences, familiar vocabulary and a small number of sight words

prediction

an informed presumption about something that might happen. Predicting at the text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at the sentence level is identifying what word is likely to come next in a sentence

prefix

A prefix is a meaningful element added to the beginning of a word to change its meaning

read

process words, symbols or actions to derive and/or construct meaning. Reading includes interpreting, critically analysing, and reflecting upon the meaning of a wide range of written and visual, print and non-print texts

recount

a type of text that records events in the sequence in which they occurred. The speaker/writer has often been personally involved in these events

return sweep

the way English print travels from left to right and then returns to the left of the page for the next and each subsequent line

rhetorical question

a question that is asked to provoke thought rather than require an answer.

rime and onset

the separate sounds in a syllable or in a one-syllable word. In 'cat' the onset is /c/ and the rime is /at/, in shop the onset is /sh/ and the rime is /op/. Word families can be constructed using common onsets such as /t/ in top, town, tar, tap, or common rimes such as /at/ in cat, pat, sat, rat. These are very useful for teaching spelling

salience

a strategy of emphasis, highlighting what is important in a text. In images salience is created through strategies like placement of an item in the foreground, size, contrast in tone or colour. In writing, salience can occur through placing what is important at the beginning or at end of a sentence or paragraph or through underlining or italics, etc.

satire

the use of irony, sarcasm, ridicule to expose, denounce and deride folly or vice in human nature and institutions

scanning

when reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when a reader first finds a resource to determine whether it will answer their questions

semantic knowledge/information

information related to meanings used when reading. Semantic information includes a reader's own prior knowledge and the meanings embedded in a text. Readers use semantic information to assist in decoding and to derive meanings from a text

semicolon

punctuation convention that joins clauses that could stand alone as sentences. In this way clauses which have a close relationship with one another may be linked together in a single sentence

simile

a figure of speech that compares two usually dissimilar things. The comparison generally starts with 'like' or 'as'

simple sentence

contains one clause and expresses a complete thought. It has a subject and a verb and may also have an object or complement

sound effect

any sound, other than speech or music, used to create an effect in a text

sound/letter correspondence

the relationship of spoken sounds of English to letters of the alphabet or to letter clusters

speak

convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world.

spoonerism

a slip of the tongue where the initial sounds of a pair of words are transposed

Standard Australian English

the variety of spoken and written English language in Australia used in more formal settings. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians

stereotype

when a person or thing is judged to be the same as all others of its type. Stereotypes are usually formulaic and oversimplified

stylistic features

the ways aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example Jennings' stories, Lawson's poems) as well as the work of a particular period (for example Elizabethan drama, nineteenth century novels). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition

subordinating conjunction

links a dependent clause to an independent (main) clause in a sentence. Examples include conjunctions like 'when' in the sentence: 'When I went to Sydney, I met my aunt'; 'while' in 'While waiting for my dinner, I fell asleep' and 'although' in 'Although I left my coat behind in the car, I continued on my way.'

syllabification

the process of dividing words into syllables

syllable

a unit of sound within a word

symbolism

something that represents something else, particularly in relation to a quality or concept developed and strengthened through repetition by a writer through language choices for example freedom symbolised by a bird in flight

synonym

a word or word group with the same or similar meaning as another word or word group

syntactic

related to the study of syntax

syntax

the ways words, phrases and clauses are structured in sentences. In some schools of linguistics, syntax and grammar are used interchangeably

text connectives

often called conjunctions, these are words for signposting the development of a text and helping it hold together. They can sequence ideas (for example firstly, secondly, thirdly, finally), add information (for example in addition, furthermore, in the same way), show causes and results (for example so, therefore, for that reason, accordingly, as a consequence) and introduce conditions or concessions (for example on the other hand, however, nevertheless, despite this)

text navigation

the way readers move through text. Readers generally read novels in a linear fashion from the beginning to the end; readers of non-fiction books often use the contents page and index and move between chapters according to the information sought. Readers often read digital texts more flexibly, according to interest and purpose, using hyperlinks to move between pages and digital objects, such as videos or animations, making quick judgments about relevance of material

text processing strategies

strategies readers use to decode a text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring the reading, identifying and correcting errors, re-reading and reading on

text structures

the ways information is organised in different types of texts for example, chapter headings, sub headings, table of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect. Choices in text structures and language features together define a text type and shape its meaning. See language features

theme

a key resource for structuring messages and indicating importance. Theme comes first in the clause in English and focuses attention on how a topic is being developed in a text. The topic sentence of a paragraph exploits the power of first position in a text and indicates what the paragraph is about. A pattern of related themes provides a window for the reader on the method of development in the text as a whole

types of texts

classifications according to the particular purposes they are designed to achieve. These purposes influence the characteristic features the texts employ. In general, in the Australian Curriculum: English, texts can be classified as belonging to one of three types: imaginative, informative or persuasive, although it is acknowledged that these distinctions are neither static nor watertight and particular texts can belong to more than one category.

Imaginative texts – texts whose primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts such as film.

Informative texts – texts whose primary purpose is to provide information. They include texts which are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.

Persuasive texts – whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and influential essays and articles

verb groups

groups of words that are centred on a verb and contribute to its meaning. Verbs tell us what is happening but they often need other elements to locate what is happening in time, to indicate polarity (positive or negative), aspect (whether the action is completed or not) or modality (the assessment of the speaker about the action). All these verbs contribute to the meaning of the verb group e.g. the girl played soccer; the girl was playing/had been playing soccer; the girl was not playing soccer; the girl could have been playing soccer.

view

observe with purpose, understanding and critical awareness. Some students use oral, written or multimodal forms to respond to a range of text types. Other students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

visual features

visual components of a text such as placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle

visual language choices

choices that contribute to the meaning of an image or the visual components of a multimodal text and are selected from a range of visual features like placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle

voice

refers to the use of voice in spoken and written expression. It can be used more abstractly to refer to the nature of the voice projected in a text by an author (eg 'authorial voice' in a literary text or expert voice in an exposition). But it has a more precise linguistic meaning to do with the allocation of agency to actions – whether an action has an agent (actor) or not, as in 'He (actor) crashed the car' vs 'the car crashed'. Beyond this, a speaker can adopt a passive or active voice in representing agency. In active voice, the agent is the subject of the action (eg 'He crashed the car'); with passive voice, the subject is the recipient of the action (eg 'The car was crashed by him')

write

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses.